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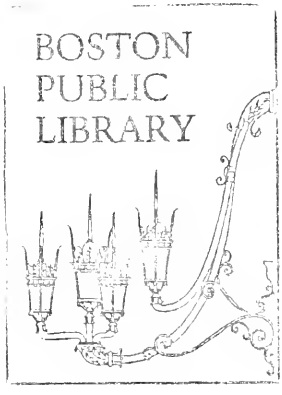
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BOSTON PUBLIC SCHOOLS

SCHOOL PROFILES
1982-83

A Report of The Boston Public Schools to The Community

Robert R. Spillane
Superintendent of Schools

January 1984

BOSTON PUBLIC SCHOOLS

SCHOOL PROFILES

1982-83

A Report of The Boston Public Schools to The Community

Robert R. Spillane
Superintendent of Schools

January 1984

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SCHOOL PROFILES
BOSTON PUBLIC SCHOOLS
1982-1983

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FOREWORD

This is the second publication of the Boston Public School Profiles. The first Profiles in May 1983 included data from the 1981-1982 school year. This one includes information from the 1982-1983 school year. Based on reviews and recommendations from BPS staff, parents, and others in our school-community, we have expanded on and modified the data and information presented in the 1981-1982 Profiles.

Some of the specific changes and additions include: 1) elimination of the rank ordering of each school based on test scores and provision instead of the number of students at each grade level who scored in three different median percentile ranges; 2) in addition to systemwide grade results for the Degrees of Reading Power test, the grade-level results in each community district is provided; 3) addition of a new section on Staff Data to the School Profile page this year, including a report on teacher absences for each school.

A significant new feature added this year to make the Profile more useful as an instrument to initiate and guide school improvement planning on a school-by-school basis is the section entitled "School Improvement Planning." This section is intended to enable administrators, teachers, parents and students to begin to plan carefully tailored strategies and activities to improve weaknesses revealed by the data. Good or effective schools are not mass produced. They result from thoughtfully developed instructional programs based on student, teacher, and parental needs and past student performance.

It must be remembered that the Profile is something like a snapshot, in that it captures some characteristics at a particular point in time. A school is a complex organization and efforts to characterize schools by the use of quantitative data are never complete.

The Profile should not be used to arrive at simplistic judgments or to make comparisons among schools. The 1982-1983 School Profiles have been prepared to assist the professional staff, parents, students, interested citizens, and external school resource organizations with information on student performance and other school factors that will assist them in examining and improving school programs.

The data should be used to strengthen school-by-school accountability to those it serves. Another major purpose is to improve communications among school staff, parents and students. With a common base of information as provided in the Profiles and through a cooperative effort of public and private people and agencies we will together make all of our schools effective and provide a uniformly high quality education for all of Boston's children and youth.

Robert R. Spillane

Superintendent of Schools

BOSTON PUBLIC SCHOOLS PROFILES

A Report of The Boston Public Schools to The Community

1982-83

INTRODUCTION

The individual School Profiles include achievement test data in reading and mathematics in April of the 1982-83 school year as well as attendance information, school enrollment data and analysis of each school by race/ethnic group enrollment. In addition each school profile page contains certain school staff information — numbers of employees in various position categories, years of experience for teachers, staff development and teacher absence rate. Compilation and presentation of school-by-school data are provided for all elementary, middle and high schools. Summary systemwide achievement test results by grade and race and districtwide results for each grade by race are also presented. The information in the Boston Public School Profiles is an index of general school performance. It is not possible nor would it be useful to include all of the specific testing outcomes and diagnostic information that result from the testing program.

Within the past two years the School Committee and Superintendent have developed systemwide educational priorities. These priorities are organized into three general areas: QUALITY EDUCATION, EQUAL ACCESS and ACCOUNTABILITY. Following is a general overview of each of the priority areas. In the appendices there are brief descriptions of some programs and projects/activities related to the priorities.

QUALITY EDUCATION

Our schools should help each student to master the basic skills of learning — reading comprehension, speaking, writing, and mathematics — and to develop the ability to solve problems, evaluate ideas and acquire useful knowledge. Every student should have the opportunity for education in an atmosphere that encourages academic excellence, free exchange of ideas, and maximum personal growth.

This administration has developed a citywide promotional policy and standards based upon strong central curriculum objectives that are being implemented in all subject areas at all levels of the school system and a systematic approach to testing. These policies and standards will help ensure that students are academically prepared to move from grade to grade and to graduate from high school with competency in reading comprehension, writing skills and mathematics.

Student promotion will be based, in part, on tests which are geared to the curriculum objectives so that teachers have a clear idea of what is to be tested, and students are given an opportunity to learn the appropriate materials. Comprehensive remedial, tutorial and diagnostic procedures will be developed and be available to those students who fail to achieve acceptable levels of performance on the tests. Finally, we have reviewed and streamlined all of our testing and evaluation procedures to ensure that they integrate well with promotional policies and that they provide meaningful data to assist teachers with student diagnosis and instructional strategies.

The Boston Public Schools strive to develop and to provide programs that 1) ensure parental and student confidence in the ability of each school to provide a climate that is safe and orderly, fair and nondiscriminatory and 2) assist and provide supportive activities for administrators, teachers and other staff in their quest for furnishing effective teaching/learning environments.

EQUAL ACCESS

The school system must ensure equal educational opportunities for all students and eliminate any vestiges of racial/ethnic group inequalities. It must offer a first-rate desegregated education to all students. It must ensure that bilingual students have the benefits of their native language while they are learning English. It must ensure appropriate education for all students with special educational needs. Finally, there must be certainty that all of our teachers and students learn with, understand, appreciate and relate well with people from all racial/ethnic backgrounds.

ACCOUNTABILITY

Each school employee at each level of the School Department should be held accountable for his or her overall performance. The Superintendent, Deputy Superintendents, and Community Superintendents are responsible for providing the direction to ensure educationally productive programs and sound management and fiscal approaches. Senior staff and other support personnel are responsible for providing the appropriate coordination and resources to enable the schools to carry out the primary mission of the system—providing for effective schools. The Principals, Headmasters and teachers are accountable for the overall performance of the students in their care including achievement, student attendance, special education referrals, dropout rates and discipline referrals.

SCHOOL IMPROVEMENT PLANNING

Ongoing school improvement planning for effective schools should take place in each school. This publication is intended to assist schools administrators, staff and parents to make informed decisions about how to best organize the use of financial, human, and program resources to improve the academic performance levels of students.

To plan for improvement, the current situation in a given school must be clearly known. Quantitative data and information as provided here are part of what is needed. Qualitative information from teachers, parents, students and others working in our schools that can be acquired through interviews, surveys, participants' observations and reports not brought together in the Profile document are also needed. The School Profiles should be used to focus on the self-improvement of individual schools through a local school site decision-making process that is informed in part by the Profile.

The development of specific education plans for school improvement is based on three assumptions:

1. School improvement requires the active participation of administrators and teachers, and works best with the participation of support staff, parents, students, and representatives from the college/university, business, cultural and social service agencies linked to the school.
2. School improvement requires careful planning, including analysis of existing programs, needs assessment, goal identification, review of alternative solutions, and specific educational plan development.
3. School improvement efforts increase administrative and instructional effectiveness by addressing the following five factors/characteristics found in formal research on effective schools: administrative leadership, high teacher expectations, sound basic skills programs, positive school climate, and on-going assessment of student learning.

The Appendix provides a general outline and specific steps for designing an educational plan based on factors identified through research on effective schools.

BOSTON PUBLIC SCHOOLS' TESTING PROGRAM 1982-1983

OVERVIEW

During the 1982-1983 school year, Boston's systemwide testing program had four major components:

1. the Degrees of Reading Power Test (DRP)
2. the Massachusetts Basic Skills Improvement Program
3. the Metropolitan Achievement Test in Reading and Mathematics; and
4. the Boston Curriculum Referenced Tests.

Each of these tests was administered with a different purpose in mind, and each yielded a different type of information concerning student performance. The following description of each of these tests is provided to enable the reader to have a better understanding of the test scores in each school's profile and in the district and systemwide results reported.

SPECIFIC TESTS

A. **Degrees of Reading Power** (DRP)

This test measures a student's overall reading comprehension against a fixed scale of reading difficulty. The DRP represents the latest technology in measuring a student's reading level, and seems to be a better tool than other reading tests for getting at the elusive process of reading comprehension. It measures a student's ability to process and understand prose in context, rather than telling where the student ranks relative to other students. The results of the DRP are most useful for finding reading materials at the right level of difficulty for individual students — something that a norm-referenced test like the Metropolitan does not do as accurately.

In each test booklet, reading passages are arranged in order of difficulty, beginning with easier materials and progressing to harder levels. A student's Reading Power is determined by the number of passages he/she can read with comprehension. Test items are formed by the deletion of words from each passage and students must select the response that most appropriately fits the blanks. All of the content information required to select the correct response is provided in the text of the passages.

In Appendix Q, you will find a graph showing the systemwide DRP Median Scores for March, 1982 and February 1983. Following this there are ten graphs, one for each grade from grade 4 to grade 12, comparing the 1982 and 1983 DRP scores by district. A more detailed explanation of the DRP test units and sample reading passages with corresponding DRP scores are also included for your information.

B. **Massachusetts Basic Skills Improvement Program**

The Massachusetts Policy for Basic Skills Improvement mandated that by September, 1980, all school districts in the state would establish minimum standards for basic skills competency in reading, mathematics, and writing at the early elementary, late elementary, and secondary levels. In September, 1982, this Policy was expanded to include listening skills. Each school district was allowed to choose its own test to measure these basic skills, and also to set its own standard to establish minimum competency.

Remedial plans must be established for any student who fails to achieve the minimum standard, and these plans must be kept as part of the student's permanent record. At the secondary level, the student continues to re-take any or all sections of the test that he/she did not pass until mastery is achieved.

The results of the 1982 and 1983 Basic Skills Improvement Program in reading, mathematics, and writing are contained in Appendix R. The standards for Grade 2 and Grade 5 are different for each year because a new test, the Boston Curriculum Referenced Test, was used in 1983. This past year was the first year for listening skills and the results of this test are also included in Appendix R.

C. **Metropolitan Achievement Test/Reading and Mathematics**

The Metropolitan Tests were administered to students in Grades 1 to 11 in April, 1983. These are norm referenced tests which show where one student ranks relative to another. They also present a picture of the achievement of the Boston students compared with other students nationwide. The Reading test consists of a number of passages arranged in order of difficulty from easy to hard. After

reading each passage, the student is expected to answer questions about what has been read. Some of the questions are literal, that is, taken directly from the passage, while others require that the student think about and interpret the information presented. The Mathematics test consists of items involving computation and problem solving for which the student must choose the correct answer. Again, the problems are arranged in order of difficulty. For both the Reading and Mathematics test, the student's score is based on the number of items that he/she answers correctly. These scores are converted into standardized scores so that comparative statements can be made. The information gained from these tests is used at the local school level for general planning, for group placement and for monitoring of group performance. At the district and system levels, the results are used as part of the overall assessment of student achievement for systemwide planning and evaluation.

D. **Boston Curriculum Referenced Tests**

These tests will be geared to new citywide curriculum objectives. They are developed in-house by the Office of Testing and Evaluation. The primary purpose of these tests is to determine how well students have mastered the specific curriculum objectives that are taught in the classroom. In addition, they provide teachers with diagnostic information which will assist them in planning for instruction.

In June 1983, Boston Curriculum Referenced Tests were administered to students in Grades K to 8 in Reading/Language Arts and Mathematics on a pilot basis. These tests are now being refined and will be administered again in June, 1984. In addition, there will be a mid-term in December, 1983.

Boston Curriculum Referenced Tests will also be piloted in English and Mathematics at all high schools during the 1983-1984 school year. The goal is to develop a test for each course that is taught in the city, so that we will have the capacity for ongoing monitoring of academic progress in all classrooms at all levels.

Since the tests administered in K to 8 last year were pilot tests, no results are contained in this report. In the near future, we will be able to report these results to you in a timely and meaningful fashion.

INFORMATION ON THE SCHOOL PROFILES

The information presented for each school is of five types: program enrollment, enrollment by race/ethnic group, attendance, student achievement and staff data.

I. ENROLLMENT

The first table shows the number of students in the different school programs; however, not all programs are in all schools. Under Enrollment, the *Mainstream* and *Substantially Separate* categories refer to students receiving special education services. The types and number of Substantially Separate Programs and the Bilingual Programs at each school are given under the Enrollment table. See Appendix G for additional information on Special Education Services and Appendix I for more data and information on the Bilingual Program.

II. ENROLLMENT BY RACE

The second table reflects the racial/ethnic make-up of the student body in both total numbers and percentages.

III. ATTENDANCE (Percent of Average Daily Membership)

Percent attendance is the average daily pupil attendance rate for the 1982-1983 school year. Percent attendance is calculated by dividing the average daily membership into the average daily attendance. For example, if a school had ten students and eight were present, the percent attendance is 80%. The ranking is based on the number of schools at the same level (i.e., elementary, middle, or high) in the district and in the system. The number following the Average Daily Attendance preceded by either a (+) or (−) indicates the increase or decrease over the 1981-1982 rate for the school.

IV. STUDENT ACHIEVEMENT

The information on the Metropolitan Achievement Tests in reading and mathematics is presented for each grade in the school up to grade 11. This student achievement information is presented in a different format from last year. The *Median Percentile* for each grade is still reported. However, the district and system median percentile as well as the numerical rank of each school within the district and system have been deleted. These no longer appear because (1) there was a lack of interest in this information, (2) people misinterpret this as an overall ranking of the school and (3) these comparisons can be readily made by looking at district and citywide ranking based on achievement data in Appendices M and N of this report.

In place of the rankings on each school profile page, the numbers of students in three median percentile ranges are given: the number of students below the 40th percentile, between the 40th and 60th percentile, and above the 60th percentile are reported for each grade at each school. This information gives a clearer picture of the span in student achievement at each school.

For each grade tested in a school, the number of students taking the test is generally lower than the number enrolled. This occurs because a certain number of pupils are either absent on the test day or are excluded from the test due to English speaking difficulty or acute special needs.

1. **Median Percentile** — this statistic provides two types of information in a single number. First, it tells the middle score achieved by students within a particular grade and secondly, it tells how the students did compared with their peers across the country.

   For example, in the sample below we find that the 1983 median percentile for grade 1 students in reading was 74. This means that if all the percentile scores for grade 1 students in the sample school were arranged in order that the middle score in the ranking was 74. This middle score is also called a median.

   Secondly, the word percentile refers to the percentage of students, nationwide who scored below this point. In other words, the average or middle ranking student in the Model School has a score which was better than 74% of the students in a sample nationwide. Of course this implies that half the students in the Model School had scores lower than that middle ranking student, and the other half had scores higher than that student.

2. **Numbers of Students in Three Median Percentile Ranges** — the number of students below the 40th percentile indicates how many students in each grade of each school has a score below the 40th percentile. A similar explanation is appropriate for the other two percentile intervals between 40 and 60, and above the 60th percentile. In the Model School 15 students scored above the 60th percentile.

METROPOLITAN ACHIEVEMENT TESTS
MODEL SCHOOL

Reading					
Grade	1	2	3	4	5
1983 Median Percentile	74				
# Students below 40th Percentile	2				
# Students below 40-60th Percentile	4				
# Students above 60th Percentile	15				

3. There were problems associated with the test booklets for the Metropolitan Test furnished by I.B.M. Only Grade 1 Reading scores were affected. Some students received no score, while others received an incorrect score. Accordingly, the following schools were eliminated from Grade 1 reports to correct this error: District 1, Farragut and Tobin; District 2, Fuller and Mendell; District 3, Philbrick and Sumner; District 5, Kenny, Mather and O'Hearn; District 6, Perry and Tynan; District 7, Eliot; District 8, Adams; District 9, Jackson-Mann, McKay and Trotter.

   Other schools had only 1 student that was affected, and accordingly these schools were not eliminated. These schools are as follows: District 1, Baldwin; District 2, J. Kennedy and Parkman; District 5, Dickerman, Endicott and Everett; District 6, Condon; District 8, Bradley.

4. Summary districtwide achievement test results by grade and race are provided at the end of each District's set of Profiles.

5. In Appendices O and P, you will find systemwide achievement test results in reading and mathematics by grade and race.

   In Appendices M and N are separate rank order listings of the elementary, middle and high schools for the Metropolitan reading and mathematics tests. The rank is based on the overall median percentile score for entire school population.

   Some schools and grade levels at certain schools rank high because of a student selectivity factor. Boston Latin School, Boston Latin Academy and Boston Technical High have a written examination (Secondary School Admission Test) as an entrance requirement. Students in grades 4, 5 and 6 are eligible for Advanced Work Classes (AWC) based on scores achieved on the Metropolitan Reading and Math Tests. This should be kept in mind if you compare the test results of the Exam Schools and/or grades that have AWC programs with other schools.

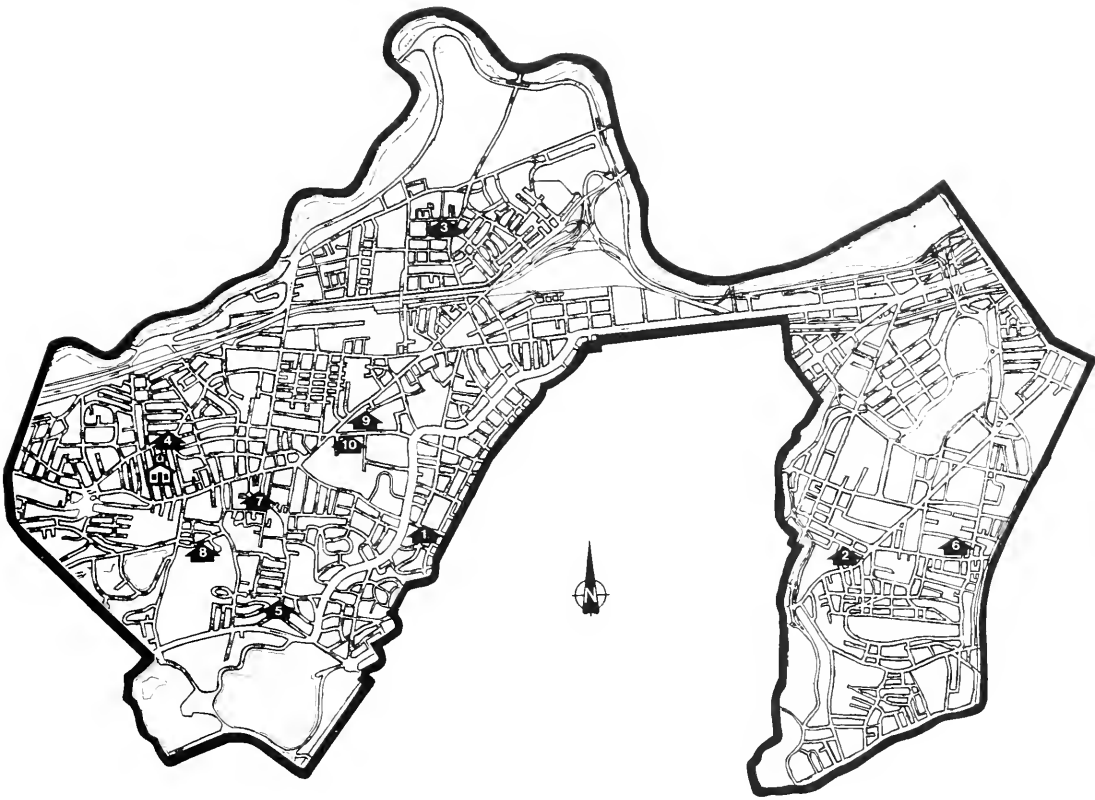
V. STAFF DATA

Lastly, each school profile page contains certain school staff information — the number of employees in various position categories, years of teaching experience for teachers, staff development (post-secondary preparation for teaching) and teacher absentee data.

The total number of classroom teachers under the headings Staffing, Skill Level and Years of Experience may vary in some cases for the following reasons: The data comes from three different reports generated from three sources of information for different reporting purposes. These purposes fall in the general categories of payroll preparation and personnel management. Additionally, the data under Years of Experience is updated only on an annual basis during the employee verification process. The figure used in the Teacher Absences column was taken from the Staffing column which is the most accurate figure for each school.

DISTRICT 1

Allston
Brighton
Mission Hill
Roxbury



COMMUNITY DISTRICT OFFICE

Joseph Bage, Community Superintendent
Lyon School
50 Beechcroft Street
Brighton, MA 02135 783-1195

1. BALDWIN
2. FARRAGUT
3. GARDNER
4. GARFIELD
5. HAMILTON
6. TOBIN
7. WINSHIP
8. EDISON
9. TAFT
10. BRIGHTON HIGH

DISTRICT 1

District I consists of one comprehensive high school, two middle schools and seven elementary schools. The district's 1982-83 student population was 4,402, with 394 at the Kindergarten level, 1,780 at the Elementary, 1,146 at the Middle and 1,082 at the High School level. The student ethnic/racial group makeup had balance and diversity — 30% Black, 21% White, 21% Hispanic, 21% Asian, and 10 American Indian students. Bilingual education is offered in Spanish, Vietnamese, Chinese, and Cambodian. Mainstreaming of bilingual students has seen significant progress.

Brighton High School, a comprehensive high school under the leadership of a new headmaster, is a participant in the Boston School Improvement Project. Improvement in student attendance was achieved this year. This school offers both college and business preparatory courses, as well as a magnet cooperative automotive program. In cooperation with St. Elizabeth Hospital, Brighton High also offers a health career exploration program.

The District's two middle schools implemented magnet/theme programs this year. Media/Communications is the theme at the Thomas Edison Middle School, while the Taft Middle School offers a comprehensive computer education program which has become a model for the school system. The Taft is participating in the School Based Management Project. The Tobin School in Roxbury is the only K-8 school in the school system with a middle school component that offers an Academic/Performing Arts Program theme.

District I's college pairing partner is Boston University. Curricular development and staff leadership activities form the nucleus of this relationship. A Basic Arts Program was implemented in all elementary schools under funding from Chapter 636. In addition to the Boston University relationship, District I makes extensive use of external agency resources to enhance program offerings for students. A sampling of the resources are — School Volunteers for Boston, Honeywell, Massachusetts College of Art, Thompson's Island Education Center, El Pueblo Nuevo, Inc.

District I is aiming to increase parent participation during 1983-1984. The Hispanic Sub-Parents Advisory Council remained active and met regularly to address the needs of District I students.

District I's achievements during 82-83 were: 1. The improvement of reading and math scores district-wide. 2. The implementation of the basic arts curriculum in grades K-5. 3. The implementation of "theme programs" in both district middle schools. 4. The improvement of student attendance district-wide. 5. The successful implementation of the K-8 Pilot Program at the Tobin School.

HARRIET A. BALDWIN ELEMENTARY SCHOOL

121 Corey Road, Brighton, MA 02135
Telephone: 566-3511

Principal: Charles L. James

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
115	114[1]	29	0	0	258

[1] Chinese

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
46 / 18	25 / 10	54 / 21	131 / 51	2 / 1

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 90.2% (+4.7)
Attendance Rank of School Within District 2/7
Attendance Rank of School Within System: 16/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	74	66	66	44	54		56	68	72	48	52
# Students below 40th Percentile	2	2	2	5	3		4	1	4	5	5
# Students between 40-60th Percentile	4	5	7	4	8		10	4	3	6	5
# Students above 60th Percentile	15	7	10	1	7		10	9	12	3	5

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	5	# Teachers	13
# Assistant Principals	0	Bachelor + 15	2	4-6 years	1	Total Days Absent	205
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	0	Average days per teacher	16
# Classroom teachers	13	Masters + 15	0	11-15 years	1	Sick days	145
# Guidance	0	Masters + 30	3	15+ years	8	All other reasons	60
# Teacher Aides	7	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

FARRAGUT ELEMENTARY SCHOOL

10 Fenwood Road, Boston, MA 02115
Telephone: 232-1522

Principal: George J. Hermiston

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
101	0	18	10[2]	27	199

[2] (1) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
85 / 43	39 / 20	39 / 20	36 / 18	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 86.4% (+3.5)

Attendance Rank of School Within District: 5/7

Attendance Rank of School Within System: 41/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		42	42	62	66		28	2	60	62	86
# Students below 40th Percentile		9	8	12	10		13	23	6	6	9
# Students between 40-60th Percentile		7	8	3	8		4	0	4	8	4
# Students above 60th Percentile		4	3	17	24		1	0	8	17	28

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	11
# Assistant Principals	0	Bachelor + 15	2	4-6 years	0	Total Days Absent	176
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	1	Average days per teacher	16
# Classroom teachers	11	Masters + 15	1	11-15 years	2	Sick days	149
# Guidance	0	Masters + 30	2	15+ years	9	All other reasons	27
# Teacher Aides	3	Masters + 45	3				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

THOMAS GARDNER ELEMENTARY SCHOOL

3 Athol Street, Allston, MA 02134
Telephone: 782-2288

Principal: Roland F. Doherty

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
170	138[1]	66	10[2]	47	431

[1] Spanish

[2] (1) Supportive Academic Remediation Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
92 / 21	110 / 26	167 / 39	62 / 14	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 89.0% (+1.2)

Attendance Rank of School Within District 3/7

Attendance Rank of School Within System 26/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	60	66	50	44	54		56	80	76	66	78
# Students below 40th Percentile	6	4	9	12	14		15	3	4	9	6
# Students between 40-60th Percentile	17	8	13	10	8		13	6	8	4	5
# Students above 60th Percentile	22	23	16	9	16		16	26	25	19	29

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	8	1-3 years	1	# Teachers	22
# Assistant Principals	0	Bachelor + 15	2	4-6 years	2	Total Days Absent	295
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	4	Average days per teacher	13
# Classroom teachers	22	Masters + 15	3	11-15 years	4	Sick days	244
# Guidance	0	Masters + 30	4	15+ years	11	All other reasons	51
# Teacher Aides	7	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JAMES A. GARFIELD ELEMENTARY SCHOOL

95 Beechcroft Street, Brighton, MA 02135
Telephone: 254-3145

Principal: Nicholas Dioguardi

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
166	1[1]	21	20[2]	17	225

[1] Spanish

[2] (1) Language; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
83 / 37	82 / 36	43 / 19	17 / 8	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 87.0% (+1.2)

Attendance Rank of School Within District: 4/7

Attendance Rank of School Within System: 39/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	66	46	34	22	30		34	72	38	36	52
# Students below 40th Percentile	7	7	13	24	17		23	5	15	16	12
# Students between 40-60th Percentile	9	11	5	0	3		9	6	4	5	9
# Students above 60th Percentile	16	5	6	5	8		11	13	9	9	10

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	1	# Teachers	13
# Assistant Principals	0	Bachelor + 15	3	4-6 years	1	Total Days Absent	184
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	0	Average days per teacher	14
# Classroom teachers	13	Masters + 15	3	11-15 years	2	Sick days	135
# Guidance	0	Masters + 30	3	15+ years	10	All other reasons	49
# Teacher Aides	5	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

ALEXANDER HAMILTON ELEMENTARY SCHOOL

198 Strathmore Road, Brighton, MA 02135
Telephone: 782-0900

Principal: John W. Molloy

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
116	136[1]	11	24[2]	0	287

[1] Cambodian

[2] (1) Primary Language; (2) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
49 / 17	42 / 15	4 / 1	192 / 67	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 92.3% (+3.4)
Attendance Rank of School Within District 1/7
Attendance Rank of School Within System: 1/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	76	52	56	66	58		70	60	78	92	74
# Students below 40th Percentile	1	5	2	2	3		5	6	1	2	2
# Students between 40-60th Percentile	5	7	8	7	5		1	3	1	3	3
# Students above 60th Percentile	14	5	7	14	6		17	8	15	17	9

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	8	# Teachers	15
# Assistant Principals	0	Bachelor + 15	2	4-6 years	0	Total Days Absent	156
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	2	Average days per teacher	10
# Classroom teachers	15	Masters + 15	1	11-15 years	1	Sick days	101
# Guidance	0	Masters + 30	0	15 + years	6	All other reasons	55
# Teacher Aides	4	Masters + 45	3				
# Clerical/Secretarial	0	Doctorate	1				
# Librarians/Audio-Visual	0						

MAURICE J. TOBIN ELEMENTARY SCHOOL

40 Smith Street, Roxbury, MA 02120
Telephone: 427-3990

Principal: Janet Short

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
180	180[1]	53	24[2]	22	459

[1] Spanish

[2] (1) Learning/Adaptive Behavior; (1) Learning Disabilities; (1) Primary Language Disability — Bilingual

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
146 / 32	60 / 13	233 / 51	18 / 4	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 84.4% (–1.3)
Attendance Rank of School Within District: 6/7
Attendance Rank of School Within System: 49/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		77	52	26	28		60	76	44	28	28
# Students below 40th Percentile		3	2	11	23		10	4	6	10	27
# Students between 40-60th Percentile		7	8	3	9		15	4	4	1	10
# Students above 60th Percentile		20	8	1	5		24	22	6	2	3

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	42	38	36		34	26	32
# Students below 40th Percentile	8	10	7		11	12	7
# Students between 40-60th Percentile	6	3	0		2	1	1
# Students above 60th Percentile	5	5	4		5	5	3

MAURICE J. TOBIN ELEMENTARY SCHOOL

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	2	# Teachers	28
# Assistant Principals	1	Bachelor + 15	5	4-6 years	7	Total Days Absent	262
# Assistant Principals (teaching)	0	Masters Degree	4	7-10 years	4	Average days per teacher	9
# Classroom teachers	28	Masters + 15	4	11-15 years	4	Sick days	195
# Guidance	0	Masters + 30	4	15 + years	11	All other reasons	67
# Teacher Aides	11	Masters + 45	1				
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	0						

WINSHIP ELEMENTARY SCHOOL

54 Dighton Street, Brighton, MA 02135
Telephone: 254-2007

Principal: James H. Kean

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
134	134[1]	53	50[2]	0	371

[1] Spanish

[2] Early Childhood Center

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
66 / 18	89 / 24	192 / 52	24 / 6	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 86.4% (-2.2)

Attendance Rank of School Within District 5/7

Attendance Rank of School Within System 41/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	66	26	52	18	40		80	40	38	23	46
# Students below 40th Percentile	3	21	6	20	14		6	18	14	16	13
# Students between 40-60th Percentile	8	7	9	4	5		6	8	2	6	11
# Students above 60th Percentile	15	1	9	1	10		31	11	11	6	10

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	8	1-3 years	2	# Teachers	20
# Assistant Principals	0	Bachelor + 15	2	4-6 years	3	Total Days Absent	245
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	3	Average days per teacher	12
# Classroom teachers	20	Masters + 15	3	11-15 years	4	Sick days	177
# Guidance	0	Masters + 30	2	15 + years	9	All other reasons	68
# Teacher Aides	7	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

THOMAS ALVA EDISON MIDDLE SCHOOL

60 Glenmont Road, Brighton, MA 02135
Telephone: 782-3005

Principal: Anthony Abruzzese

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
270	131[1]	82	21[2]	50	554

[1] Vietnamese; Spanish

[2] (1) Supportive Academic Remediation Program, (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
164 / 30	136 / 25	139 / 25	113 / 20	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 85.4% (+1.5)

Attendance Rank of School Within District 1/2

Attendance Rank of School Within System 3/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	48	36	48		58	42	58
# Students below 40th Percentile	60	66	39		48	60	23
# Students between 40-60th Percentile	24	29	24		29	15	29
# Students above 60th Percentile	59	27	27		64	45	41

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	4	# Teachers	38
# Assistant Principals	1	Bachelor + 15	7	4-6 years	2	Total Days Absent	439
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	7	Average days per teacher	11
# Classroom teachers	38	Masters + 15	6	11-15 years	10	Sick days	320
# Guidance	0	Masters + 30	4	15+ years	15	All other reasons	119
# Teacher Aides	1	Masters + 45	8				
# Clerical/Secretarial	1	Doctorate	3				
# Librarians/Audio-Visual	0						

WILLIAM HOWARD TAFT MIDDLE SCHOOL

20 Warren Street, Brighton, MA 02135
Telephone: 782-0080

Principal: Michael Fung

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
344	58[1]	79	40[2]	0	521

[1] Spanish

[2] (1) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior; (2) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
160 / 31	123 / 24	172 / 33	65 / 12	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 85.8% (+4.4)

Attendance Rank of School Within District: 2/2

Attendance Rank of School Within System: 7/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	42	36	36		44	42	38
# Students below 40th Percentile	62	67	71		52	50	68
# Students between 40-60th Percentile	44	28	22		45	29	29
# Students above 60th Percentile	24	21	42		32	36	35

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	1	# Teachers	42
# Assistant Principals	1	Bachelor + 15	5	4-6 years	9	Total Days Absent	408
# Assistant Principals (teaching)	0	Masters Degree	7	7-10 years	8	Average days per teacher	10
# Classroom teachers	42	Masters + 15	6	11-15 years	12	Sick days	292
# Guidance	1	Masters + 30	5	15+ years	12	All other reasons	116
# Teacher Aides	5	Masters + 45	9				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	1						

BRIGHTON HIGH SCHOOL

25 Warren Street, Brighton, MA 02135
Telephone: 782-6386

Headmaster: Juliette D. Johnson

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
470	231[1]	151	50[2]	179	1081

[1] Vietnamese; Spanish

[2] (2) Supportive Academic Remediation Program; (2) Learning/Adaptive Behavior, (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
427 / 40	217 / 20	187 / 17	247 / 23	3 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 79.0 (+7.5)
Attendance Rank of School Within District: Not Applicable
Attendance Rank of School Within System: 10/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	26	28	18		23	26	16
# Students below 40th Percentile	113	120	91		120	125	89
# Students between 40-60th Percentile	27	39	19		21	36	15
# Students above 60th Percentile	25	28	8		31	21	15

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	13	1-3 years	11	# Teachers	67
# Assistant Headmasters	3	Bachelor + 15	5	4-6 years	5	Total Days Absent	930
# Assistant Headmasters (teaching)	2	Masters Degree	11	7-10 years	9	Average days per teacher	14
# Classroom teachers	67	Masters + 15	9	11-15 years	13	Sick days	740
# Guidance	4	Masters + 30	12	15+ years	32	All other reasons	190
# Teacher Aides	5	Masters + 45	18				
# Clerical/Secretarial	3	Doctorate	2				
# Librarians/Audio-Visual	1						

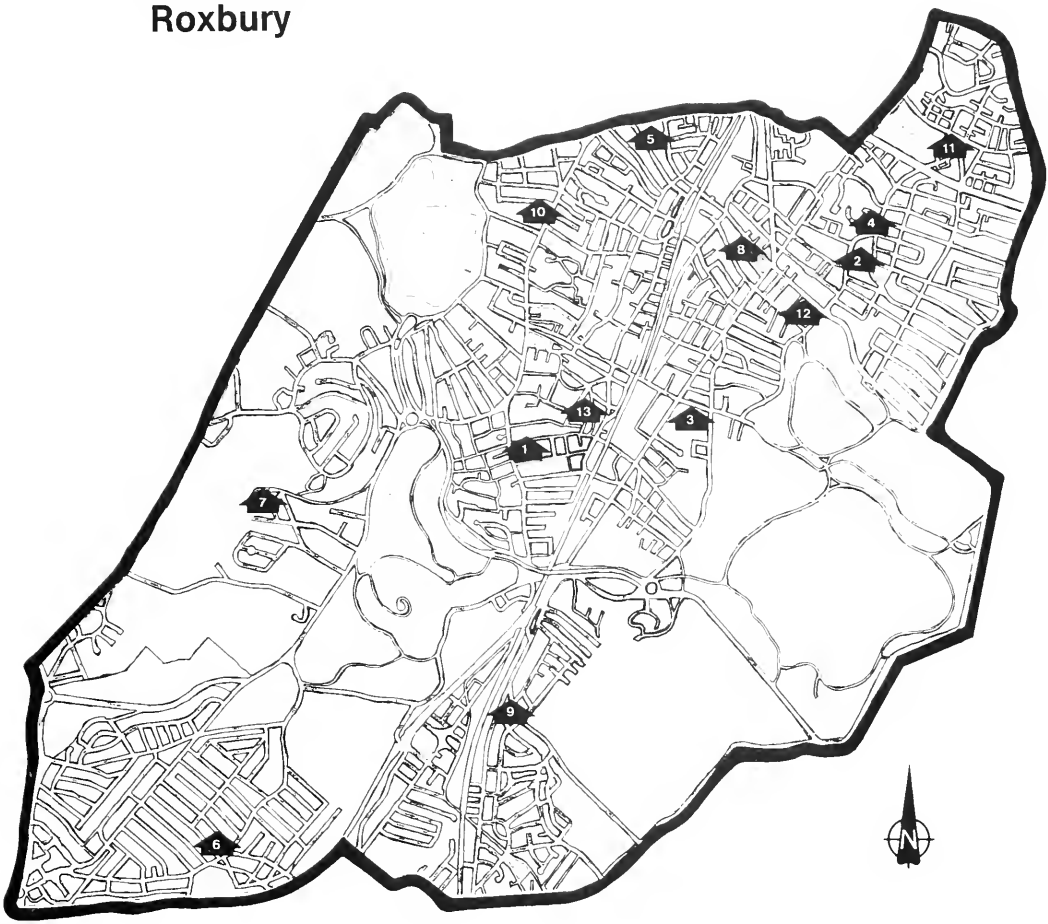
District 1 Reading and Mathematics Achievement

By Grade and Race

Grade	Race	Median Percentile Reading	Mathematics
1	Black	60	52
	White	74	64
	Hispanic	62	46
	Asian	68	74
	Indian		46
2	Black	46	46
	White	72	80
	Hispanic	44	56
	Asian	54	76
3	Black	42	44
	White	64	66
	Hispanic	58	60
	Asian	52	76
	Indian	90	76
4	Black	36	44
	White	46	62
	Hispanic	18	23
	Asian	62	76
5	Black	38	42
	White	62	68
	Hispanic	30	42
	Asian	68	86
6	Black	40	42
	White	58	54
	Hispanic	34	34
	Asian	48	74
7	Black	24	23
	White	48	60
	Hispanic	32	42
	Asian	28	72
	Indian	68	23
8	Black	38	38
	White	54	58
	Hispanic	36	34
	Asian	38	78
	Indian	46	62
9	Black	22	18
	White	48	42
	Hispanic	26	30
	Asian	22	64
	Indian		23
10	Black	22	18
	White	34	36
	Hispanic	36	26
	Asian	30	66
11	Black	14	14
	White	34	16
	Hispanic	22	28
	Asian	4	46
	Indian	28	11

DISTRICT 2

Jamaica Plain
Roslindale
Roxbury



1. AGASSIZ
2. ELLIS
3. FULLER
4. HIGGINSON
5. J. F. KENNEDY
6. LONGFELLOW
7. MANNING
8. MENDELL
9. PARKMAN
10. M.E. CURLEY
11. LEWIS
12. T. ROOSEVELT
13. JAMAICA PLAIN HIGH

COMMUNITY DISTRICT OFFICE

Daniel E. Kearns, Community Superintendent
Agassiz School
11 Carolina Avenue
Jamaica Plain, MA 02130 522-7100

DISTRICT 2

District II consists of one comprehensive high school, three middle schools and nine elementary schools. The district's 1982-83 student population was 4,718 with 478 at the Kindergarten level, 2,121 at the Elementary, 1,203 at the Middle and 916 at the High School level. The makeup of the District by race was 44% Black, 19% White, 36% Hispanic, 1% Oriental and a total of 10 American Indian students. The maintenance of an orderly learning environment in the high school and middle schools was achieved during the year and there has been a continuing improvement in the reading scores at the elementary level, particularly at the Higginson, Parkman, Mendell and Fuller Schools.

The Hispanic population of the Jamaica Plain section of Boston continues its steady increase. The Bilingual Program at all three levels is an integral part of the District II's activities, with six of the thirteen schools providing bilingual education. There is an active Spanish Bilingual Parents' Advisory Council.

Jamaica Plain High, a comprehensive high school offers both college and career preparatory programs. The school has modern facilities to offer graphic arts, industrial arts, power/energy studies, home economics and business education skills. The school's college partner is Simmons College; the Business partners are Boston Gas and Traveler's Insurance Company. The High School collaborates with a number of outside agencies and programs to improve its services to students: Massachusetts Pre-Engineering Program, Division of Employment Security, Southern Jamaica Plain Health Center and the Private Industry Council. It is a pilot school for the School Based Management Project.

The three middle schools are organized according to a cluster plan where students belong to a close-knit group of one hundred twenty students with four teachers. Approximately three-fourths of students time is spent in this setting concentrating on basic academic subjects. All of the Middle Schools have a Chapter I Reading Program providing a small group, individualized approach to Reading for economically disadvantaged students reading one to two years below grade level.

During 1983-84 a special effort involving extra staff will be made to raise grade six reading levels. Chapter 636 funds are concentrated on direct services to students in Music, Art, Drama, Writing, and to the talented and gifted and bilingual programs.

Programs for special needs students are available at all middle schools. Project DARE, a community social support agency, has a close working relationship with District II, assisting "at risk" students educationally, socially and vocationally. ESAC (Ecumenical Social Action Committee) is another Jamaica Plain social agency working with the middle schools to help failing pupils through family guidance and pre-vocational training.

Parent participation in non-legal events in all schools has increased with significant gains measured in parental presence and support at the Agassiz, Kennedy, Parkman, Curley, Roosevelt, and Jamaica Plain High School.

AGASSIZ ELEMENTARY SCHOOL

20 Child Street, Jamaica Plain, MA 02130
Telephone: 524-0260

Principal: I. Michael Sallen

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
215	230[1]	78	80[2]	23	626

[1] Spanish

[2] (1) Developmental Day Care; (1) Supportive Academic Remediation Program; (1) Supportive Academic Remediation Program Bilingual; (2) Learning/Adaptive Behavior, (1) Physically Handicapped; (1) Vision; Early Childhood Center

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
201 / 32	134 / 21	283 / 45	4 / 1	4 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 88.6% (-0.7)

Attendance Rank of School Within District 4/9

Attendance Rank of School Within System 27/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	46	38	52	44	40		46	44	48	48	42
# Students below 40th Percentile	19	21	17	25	18		23	17	24	21	19
# Students between 40-60th Percentile	24	9	18	16	13		13	15	17	11	10
# Students above 60th Percentile	15	10	21	13	7		21	11	15	23	9

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	7	1-3 years	1	# Teachers	36
# Assistant Principals	1	Bachelor + 15	3	4-6 years	4	Total Days Absent	492
# Assistant Principals (teaching)	0	Masters Degree	5	7-10 years	12	Average days per teacher	13
# Classroom teachers	36	Masters + 15	5	11-15 years	3	Sick days	301
# Guidance	0	Masters + 30	4	15+ years	16	All other reasons	192
# Teacher Aides	24	Masters + 45	8				
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	0						

DAVID A. ELLIS ELEMENTARY SCHOOL

302 Walnut Avenue, Roxbury, MA 02119
Telephone: 445-0432

Principal: Florence Hadley

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
193	119[1]	47	0[2]	53	412

[1] Spanish

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
213 / 52	40 / 10	159 / 39	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 86.3% (-1.8)

Attendance Rank of School Within District. 8/9

Attendance Rank of School Within System. 42/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	32	20	58	50	50		46	28	44	48	46
# Students below 40th Percentile	23	27	7	23	26		14	24	16	19	27
# Students between 40-60th Percentile	8	5	11	9	18		16	9	7	12	19
# Students above 60th Percentile	10	7	12	22	22		11	3	13	22	17

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	11	1-3 years	2	# Teachers	22
# Assistant Principals	0	Bachelor + 15	3	4-6 years	7	Total Days Absent	322
# Assistant Principals (teaching)	0	Masters Degree	4	7-10 years	3	Average days per teacher	14
# Classroom teachers	22	Masters + 15	1	11-15 years	4	Sick days	273
# Guidance	0	Masters + 30	2	15 + years	7	All other reasons	49
# Teacher Aides	7	Masters + 45	0				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

MARGARET FULLER ELEMENTARY SCHOOL

25 Glen Road, Jamaica Plain, MA 02130
Telephone: 524-3586

Principal: Robert J. McLaughlin

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
207	0	38	0	0	245

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
93 / 38	41 / 17	111 / 45	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 91.3% (+2.8)
Attendance Rank of School Within District: 1/9
Attendance Rank of School Within System: 10/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		58	64	62	50		80	64	60	76	74
# Students below 40th Percentile		6	6	1	4		7	4	7	1	3
# Students between 40-60th Percentile		4	9	14	21		10	5	12	7	9
# Students above 60th Percentile		9	18	15	10		41	10	14	22	23

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	4	1-3 years	0	# Teachers	12
# Assistant Principals	0	Bachelor + 15	3	4-6 years	0	Total Days Absent	165
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	1	Average days per teacher	14
# Classroom teachers	12	Masters + 15	0	11-15 years	3	Sick days	134
# Guidance	0	Masters + 30	1	15+ years	9	All other reasons	31
# Teacher Aides	4	Masters + 45	1				
# Clerical/Secretarial	0	Doctorate	1				
# Librarians/Audio-Visual	0						

HENRY L. HIGGINSON ELEMENTARY SCHOOL

160 Harrishof Street, Roxbury, MA 02119
Telephone: 427-7708

Principal: Leo J. Conway

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
95	0	16	12[2]	45	168

[2] (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
91 / 54	33 / 20	39 / 23	4 / 2	1 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 88.4% (+2.0)
Attendance Rank of School Within District 5/9
Attendance Rank of School Within System 29/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	36	52	52	26	72		56	76	56	56	89
# Students below 40th Percentile	20	5	7	6	0		9	1	6	3	0
# Students between 40-60th Percentile	11	4	5	1	6		11	2	6	2	1
# Students above 60th Percentile	7	3	8	3	16		18	10	7	4	18

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	12
# Assistant Principals	0	Bachelor + 15	1	4-6 years	0	Total Days Absent	70
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	2	Average days per teacher	6
# Classroom teachers	12	Masters + 15	4	11-15 years	4	Sick days	39
# Guidance	0	Masters + 30	1	15+ years	6	All other reasons	31
# Teacher Aides	4	Masters + 45	1				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JOHN F. KENNEDY ELEMENTARY SCHOOL

7 Bolster Street, Jamaica Plain, MA 02130
Telephone: 522-3353

Principal: Donald DeGrandis

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
103	168[1]	67	16[2]	25	379

[1] Spanish

[2] (2) Learning Disabilities Bilingual

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
105 / 28	34 / 9	238 / 63	2 / 1	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 89.5% (0.0)

Attendance Rank of School Within District 3/9

Attendance Rank of School Within System 21/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	74	36	46	23	30		64	24	32	26	58
# Students below 40th Percentile	9	12	13	18	27		13	14	22	18	15
# Students between 40-60th Percentile	4	7	14	6	7		3	3	7	4	6
# Students above 60th Percentile	20	3	8	3	5		18	5	5	5	18

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	0	# Teachers	22
# Assistant Principals	0	Bachelor + 15	6	4-6 years	4	Total Days Absent	352
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	5	Average days per teacher	16
# Classroom teachers	22	Masters + 15	2	11-15 years	3	Sick days	238
# Guidance	0	Masters + 30	2	15 + years	12	All other reasons	114
# Teacher Aides	10	Masters + 45	4				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

LONGFELLOW ELEMENTARY SCHOOL

885 South Street, Roslindale, MA 02131
Telephone: 323-4480

Principal: Thomas F. Kennedy

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
172	0	23	23[2]	0	218

[2] (1) Primary Language; (1) Supportive Academic Remediation Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
107 / 49	82 / 38	29 / 13	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 86.2% (+1.4)

Attendance Rank of School Within District: 9/9

Attendance Rank of School Within System: 43/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	80	80	44	28	58		64	84	42	36	74
# Students below 40th Percentile	5	4	6	16	1		10	1	9	13	0
# Students between 40-60th Percentile	3	6	12	4	12		6	3	7	5	4
# Students above 60th Percentile	26	11	5	5	7		19	17	5	7	15

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	12
# Assistant Principals	0	Bachelor + 15	1	4-6 years	0	Total Days Absent	158
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	0	Average days per teacher	13
# Classroom teachers	12	Masters + 15	1	11-15 years	2	Sick days	125
# Guidance	0	Masters + 30	2	15+ years	10	All other reasons	33
# Teacher Aides	5	Masters + 45	0				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JOSEPH P. MANNING ELEMENTARY SCHOOL

35 Westville Street, Dorchester, MA 02124
Telephone: 524-2652

Principal: Dorothea T. Callahan

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
97	0	23	29[2]	0	149

[2] (1) Language; (2) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
67 / 45	50 / 34	31 / 21	0 / 0	1 / 1

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 87.8%, (–1.6)
Attendance Rank of School Within District: 7/9
Attendance Rank of School Within System: 33/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	62	46	52	34	77		80	76	76	26	68
# Students below 40th Percentile	2	5	10	8	1		4	1	8	9	3
# Students between 40-60th Percentile	9	10	5	3	1		3	1	2	1	2
# Students above 60th Percentile	12	4	10	4	10		19	17	15	4	7

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	11
# Assistant Principals	0	Bachelor + 15	0	4-6 years	0	Total Days Absent	100
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	3	Average days per teacher	9
# Classroom teachers	11	Masters + 15	3	11-15 years	3	Sick days	67
# Guidance	0	Masters + 30	3	15+ years	6	All other reasons	33
# Teacher Aides	5	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

ELLIS MENDELL ELEMENTARY SCHOOL

164 School Street, Roxbury, MA 02119
Telephone: 524-6986

Principal: Patrick J. McDonough

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
139	0	30	0	23	192

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
62 / 32	34 / 18	96 / 50	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 89.9% (–0.4)

Attendance Rank of School Within District: 2/9

Attendance Rank of School Within System: 18/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		66	56	50	50		70	68	72	76	52
# Students below 40th Percentile		2	5	2	12		3	0	2	1	8
# Students between 40-60th Percentile		5	18	7	6		12	7	2	3	9
# Students above 60th Percentile		14	8	4	8		22	13	28	9	9

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	2	# Teachers	12
# Assistant Principals	0	Bachelor + 15	1	4-6 years	1	Total Days Absent	118
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	0	Average days per teacher	10
# Classroom teachers	12	Masters + 15	3	11-15 years	3	Sick days	62
# Guidance	0	Masters + 30	0	15+ years	6	All other reasons	56
# Teacher Aides	4	Masters + 45	4				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

FRANCIS PARKMAN ELEMENTARY SCHOOL

25 Walk Hill Street, Jamaica Plain, MA 02130
Telephone: 524-0176

Principal: Beatrice Wyatt

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
97	0	28	16[2]	50	191

[2] (1) Learning/Adaptive Behavior — Learning Disabilities; (1) Learning Disabilities — Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
110 / 58	50 / 26	18 / 9	13 / 7	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 88.1% (+2.4)

Attendance Rank of School Within District: 6/9

Attendance Rank of School Within System: 30/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	76	28	70	54	60		76	22	72	86	70
# Students below 40th Percentile	3	12	1	3	4		0	15	2	0	1
# Students between 40-60th Percentile	4	5	6	3	7		3	4	5	0	8
# Students above 60th Percentile	19	3	13	5	10		24	0	13	12	12

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	0	# Teachers	12
# Assistant Principals	0	Bachelor + 15	2	4-6 years	1	Total Days Absent	167
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	1	Average days per teacher	14
# Classroom teachers	12	Masters + 15	0	11-15 years	3	Sick days	131
# Guidance	0	Masters + 30	2	15+ years	7	All other reasons	36
# Teacher Aides	4	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

MARY E. CURLEY MIDDLE SCHOOL

493 Centre Street, Jamaica Plain, MA 02130
Telephone: 524-2020

Principal: Valeria Lowe

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
333	114[1]	109	50[2]	40	646

[1] Spanish

[2] (1) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior; (1) Learning/Adaptive Behavior Bilingual; (1) Learning Disabilities; (1) Learning Disabilities Bilingual

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
275 / 43	120 / 19	243 / 38	7 / 1	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 80.9% (+3.4)
Attendance Rank of School Within District: 2/3
Attendance Rank of School Within System: 14/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	50	36	40		48	38	28
# Students below 40th Percentile	65	77	54		66	66	72
# Students between 40-60th Percentile	38	41	29		47	38	26
# Students above 60th Percentile	71	18	32		53	24	12

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	8	1-3 years	2	# Teachers	48
# Assistant Principals	2	Bachelor + 15	12	4-6 years	10	Total Days Absent	659
# Assistant Principals (teaching)	0	Masters Degree	8	7-10 years	13	Average days per teacher	14
# Classroom teachers	48	Masters + 15	3	11-15 years	20	Sick days	442
# Guidance	2	Masters + 30	4	15+ years	7	All other reasons	217
# Teacher Aides	11	Masters + 45	7				
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	1						

GEORGE LEWIS MIDDLE SCHOOL

131 Walnut Avenue, Roxbury, MA 02119
Telephone: 427-4546

Principal: George A. Johnson

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
149	0	43	31[2]	0	224

[2] (1) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior, (1) Language, (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
144 / 64	47 / 21	32 / 14	0 / 0	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 87.7% (+4.2)
Attendance Rank of School Within District: 1/3
Attendance Rank of School Within System: 4/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	36	36	40		30	23	34
# Students below 40th Percentile	28	18	27		34	21	41
# Students between 40-60th Percentile	12	8	13		11	4	9
# Students above 60th Percentile	9	4	14		7	4	7

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	21
# Assistant Principals	1	Bachelor + 15	4	4-6 years	1	Total Days Absent	420
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	7	Average days per teacher	20
# Classroom teachers	21	Masters + 15	3	11-15 years	7	Sick days	279
# Guidance	0	Masters + 30	4	15+ years	6	All other reasons	141
# Teacher Aides	3	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	0						

THEODORE ROOSEVELT MIDDLE SCHOOL

61 School Street, Roxbury, MA 02119
Telephone: 522-9571

Principal: John Gillis

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
202	55[1]	56	2	0	315

[1] Spanish

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
136 / 43	53 / 17	123 / 39	3 / 1	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 73.4% (+2.6)
Attendance Rank of School Within District: 3/3
Attendance Rank of School Within System: 21/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	46	34	40		42	26	38
# Students below 40th Percentile	24	36	33		29	33	40
# Students between 40-60th Percentile	20	9	16		24	14	22
# Students above 60th Percentile	22	8	20		13	6	10

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	2	# Teachers	26
# Assistant Principals	1	Bachelor + 15	4	4-6 years	5	Total Days Absent	417
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	7	Average days per teacher	16
# Classroom teachers	26	Masters + 15	4	11-15 years	12	Sick days	346
# Guidance	1	Masters + 30	4	15+ years	1	All other reasons	71
# Teacher Aides	1	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JAMAICA PLAIN HIGH SCHOOL

144 McBride Street, Jamaica Plain, MA 02130
Telephone: 524-4074

Headmaster: Stacy Johnson

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
654	119[1]	105	26[2]	0	904

[1] Spanish

[2] (1) Supportive Academic Remediation Program; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
455 / 50	157 / 17	286 / 32	4 / 0	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 74.8% (+2.3)

Attendance Rank of School Within District Not Applicable

Attendance Rank of School Within System. 14/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	34	26	30		26	22	22
# Students below 40th Percentile	107	72	67		120	96	80
# Students between 40-60th Percentile	34	22	22		35	27	19
# Students above 60th Percentile	36	18	17		18	10	13

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	8	1-3 years	7	# Teachers	55
# Assistant Headmasters	4	Bachelor + 15	9	4-6 years	3	Total Days Absent	874
# Assistant Headmasters (teaching)	1	Masters Degree	1	7-10 years	8	Average days per teacher	16
# Classroom teachers	55	Masters + 15	11	11-15 years	22	Sick days	685
# Guidance	4	Masters + 30	4	15+ years	20	All other reasons	189
# Teacher Aides	6	Masters + 45	21				
# Clerical/Secretarial	3	Doctorate	3				
# Librarians/Audio-Visual	0						

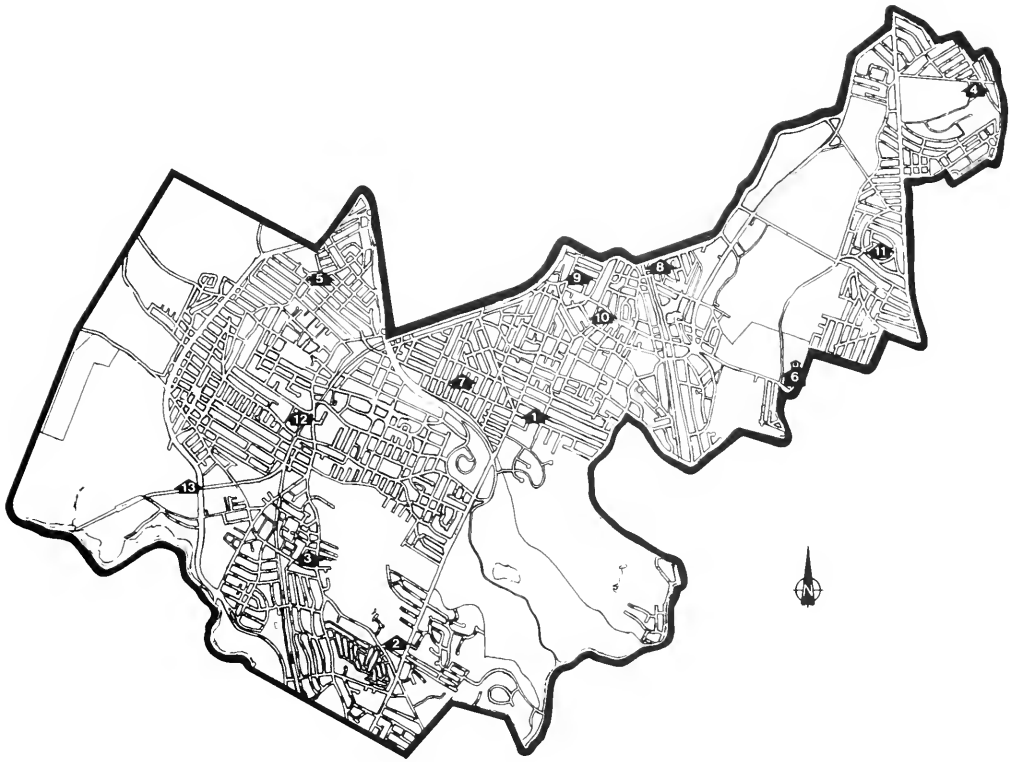
District 2 Reading and Mathematics Achievement

By Grade and Race

Grade	Race	Median Percentile Reading	Mathematics
1	Black	46	64
	White	70	70
	Hispanic	52	74
	Asian	66	76
2	Black	44	46
	White	54	60
	Hispanic	38	60
	Asian	14	14
3	Black	48	52
	White	64	66
	Hispanic	52	44
	Asian	56	62
4	Black	44	52
	White	66	66
	Hispanic	38	36
	Asian	66	96
5	Black	48	52
	White	64	70
	Hispanic	46	60
	Asian	88	82
	Indian	52	58
6	Black	42	36
	White	70	58
	Hispanic	46	44
	Asian	36	77
	Indian	78	40
7	Black	34	30
	White	44	48
	Hispanic	32	34
	Asian	40	70
8	Black	40	32
	White	60	42
	Hispanic	30	34
	Asian	86	34
	Indian	11	14
9	Black	34	23
	White	48	46
	Hispanic	30	28
	Asian	52	30
	Indian	38	20
10	Black	23	18
	White	46	40
	Hispanic	28	26
11	Black	28	22
	White	48	32
	Hispanic	20	14

DISTRICT 3

West Roxbury
Roslindale
Mattapan



1. BATES
2. BEETHOVEN
3. KILMER
4. LEE
5. LYNDON
6. MATTAHUNT
7. MOZART
8. PHILBRICK
9. SUMNER
10. IRVING
11. LEWENBERG
12. R.G. SHAW
13. WEST ROXBURY HIGH

COMMUNITY DISTRICT OFFICE

Joseph L. Ippolito, Community Superintendent
Barron School
515 Hyde Park Avenue
Roslindale, MA 02131 323-6020

DISTRICT 3

District III consists of one comprehensive high school, three middle schools and nine elementary schools. The district's 1982-83 student population was 5,254 with 628 at the Kindergarten level, 1,920 at the Elementary, 1,417 at the Middle and 1,289 at the High School level. The makeup of the District by race was 57% Black, 34% White, 6% Hispanic, 3% Oriental and a total of 9 American Indian students. A variety of multicultural/ethnic programs and activities continues to be a feature in all schools.

West Roxbury High possesses two magnet programs: The Agri-Business Program and Greek Bilingual Program. Curriculum offerings are comprehensive for both business education students and college preparatory students. The addition of computers and staff development for nine mathematics teachers and eight science teachers at the High School occurred during 1982-83. Program support has been provided by pairings with Boston College and the Bank of New England.

The District's middle schools, all offering a traditional basic skills curriculum, have their own individual characteristics and supplemental and special program features. Both the Irving and Shaw Middle Schools have an Advanced Individual Potential (A.I.P.) curriculum in all grades, allowing pupils to progress according to their ability.

The Irving Middle School has a Chapter I Reading Program and a long-established Chapter 636 Remedial Reading Program. The Irving is the location for middle level Southeast Asian and Greek Transitional Bilingual Education Program.

The Lewenberg Middle School is divided into two houses—Alpha and Beta—where students are exposed to instructional strategies according to their needs. The Lewenberg receives services from bilingual volunteers for Haitian students, Project Business and the Dorchester Counseling Program.

At the Shaw Middle School, Computer Science is offered to every Grade 8 student, utilizing Apple computers. The Shaw has a broad range of programs for special needs students.

At the Elementary level, a sequential science program in 6 schools is a new feature. Programs for the Talented and Gifted operate at the Lee, Beethoven, Bates and Kilmer Schools. The Mattahunt School houses the District's Early Childhood Center. All elementary schools receive varying levels of program assistance from Boston College.

Under the Boston College pairing supported by Chapter 636, the Parent Outreach Program has been effective. Open houses, heritage day programs and science fairs have attracted healthy numbers of parents.

PHINEAS BATES ELEMENTARY SCHOOL

426 Beech Street, Roslindale, MA 02131
Telephone: 323-2761

Principal: Catherine F. James

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
163	0	21	1[2]	0	185

[2] (1) Hearing

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
71 / 38	100 / 54	13 / 7	1 / 1	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 85.4% (-1.7)
Attendance Rank of School Within District 9/9
Attendance Rank of School Within System 44/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	58	77	48	38	42		56	80	44	56	58
# Students below 40th Percentile	5	1	6	12	10		7	2	6	8	6
# Students between 40-60th Percentile	17	8	8	6	9		15	5	5	5	8
# Students above 60th Percentile	15	18	5	4	3		15	19	6	9	7

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	1	# Teachers	10
# Assistant Principals	0	Bachelor + 15	3	4-6 years	0	Total Days Absent	157
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	0	Average days per teacher	16
# Classroom teachers	10	Masters + 15	0	11-15 years	2	Sick days	129
# Guidance	0	Masters + 30	1	15 + years	7	All other reasons	28
# Teacher Aides	3	Masters + 45	1				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

BEETHOVEN ELEMENTARY SCHOOL

5125 Washington Street, West Roxbury, MA 02132
Telephone: 323-4470

Principal: Martin Greeley

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
126	0	25	33[2]	0	184

[2] (1) Vision; (1) Learning Disabilities; Learning/Adaptive Behavior Cluster

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
96 / 52	77 / 42	5 / 3	6 / 3	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 89.3% (+1.3)
Attendance Rank of School Within District 4/9
Attendance Rank of School Within System 23/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	58	34	36	36	44		52	50	42	20	42
# Students below 40th Percentile	7	12	11	10	8		9	7	9	12	8
# Students between 40-60th Percentile	4	4	6	4	4		4	5	6	0	7
# Students above 60th Percentile	9	4	2	2	9		9	8	4	3	6

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	5	1-3 years	0	# Teachers	13
# Assistant Principals	0	Bachelor + 15	1	4-6 years	2	Total Days Absent	83
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	0	Average days per teacher	6
# Classroom teachers	13	Masters + 15	3	11-15 years	3	Sick days	51
# Guidance	0	Masters + 30	0	15+ years	6	All other reasons	32
# Teacher Aides	6	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JOYCE KILMER ELEMENTARY SCHOOL

35 Baker Street, West Roxbury, MA 02132
Telephone: 327-7745

Principal: Marguerite T. McCauley

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
134	0	19	30[2]	21	204

[2] (3) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
99 / 49	97 / 48	6 / 3	2 / 1	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 86.7% (+0.8)
Attendance Rank of School Within District 8/9
Attendance Rank of School Within System 40/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	62	58	52	46	48		42	46	52	30	56
# Students below 40th Percentile	6	5	2	6	8		12	6	5	10	2
# Students between 40-60th Percentile	5	7	10	3	6		8	7	5	2	10
# Students above 60th Percentile	15	9	5	4	5		4	8	6	1	7

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	11
# Assistant Principals	0	Bachelor + 15	0	4-6 years	0	Total Days Absent	48
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	1	Average days per teacher	4
# Classroom teachers	11	Masters + 15	2	11-15 years	4	Sick days	31
# Guidance	0	Masters + 30	2	15 + years	6	All other reasons	17
# Teacher Aides	6	Masters + 45	3				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

JOSEPH LEE ELEMENTARY SCHOOL

155 Talbot Avenue, Dorchester, MA 02124
Telephone: 265-6500

Principal: Frances C. Kelley

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
195	40[1]	47	42[2]	75	474

[1] Spanish

[2] (1) Supportive Academic Remediation Program; (1) Supportive Academic Remediation Program — Learning Disabilities; (2) Learning/Adaptive Behavior; (1) Physically Handicapped

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
306 / 65	90 / 19	73 / 15	5 / 1	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 89.1% (+2.4)

Attendance Rank of School Within District: 3/9

Attendance Rank of School Within System: 25/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	28	38	40	54	62		60	40	36	52	60
# Students below 40th Percentile	26	18	16	19	15		15	17	18	20	21
# Students between 40-60th Percentile	6	11	11	11	18		14	7	7	13	20
# Students above 60th Percentile	14	6	6	23	40		18	10	6	19	31

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	3	# Teachers	24
# Assistant Principals	1	Bachelor + 15	3	4-6 years	2	Total Days Absent	510
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	4	Average days per teacher	21
# Classroom teachers	24	Masters + 15	5	11-15 years	6	Sick days	415
# Guidance	0	Masters + 30	4	15+ years	12	All other reasons	95
# Teacher Aides	11	Masters + 45	4				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	1						

PATRICK F. LYNDON ELEMENTARY SCHOOL

140 Russett Road, West Roxbury, MA 02132
Telephone: 323-5638

Principal: William F. Hennessey

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
113	0	14	14[2]	0	141

[2] (1) Learning/Adaptive Behavior — Learning Disabilities; (1) Language

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
56 / 40	83 / 59	2 / 1	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 89.7% (+2.2)
Attendance Rank of School Within District 5/9
Attendance Rank of School Within System 20/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	52	66	50	44	60		38	60	62	66	64
# Students below 40th Percentile	2	1	4	2	3		7	3	4	1	3
# Students between 40-60th Percentile	6	3	6	2	5		4	3	2	1	4
# Students above 60th Percentile	4	6	2	0	6		2	4	6	2	7

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	7
# Assistant Principals	0	Bachelor + 15	0	4-6 years	0	Total Days Absent	93
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	2	Average days per teacher	13
# Classroom teachers	7	Masters + 15	1	11-15 years	1	Sick days	79
# Guidance	0	Masters + 30	1	15+ years	4	All other reasons	14
# Teacher Aides	2	Masters + 45	1				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

MATTAHUNT ELEMENTARY SCHOOL

100 Hebron Street, Mattapan, MA 02126
Telephone: 298-0785

Principal: John J. Kelly

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
317	181[1]	74	55[2]	36	663

[1] Spanish; Greek

[2] (1) Learning/Adaptive Behavior; (1) Learning Disabilities; Early Childhood Center

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
371 / 56	185 / 28	103 / 16	3 / 0	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 87.9% (-3.2)

Attendance Rank of School Within District: 7/9

Attendance Rank of School Within System: 32/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	66	54	56	34	44		46	46	68	28	42
# Students below 40th Percentile	17	28	13	36	23		39	27	12	35	24
# Students between 40-60th Percentile	22	20	21	12	20		19	23	8	12	21
# Students above 60th Percentile	48	24	18	9	11		28	22	32	11	7

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	0	# Teachers	35
# Assistant Principals	2	Bachelor + 15	3	4-6 years	1	Total Days Absent	486
# Assistant Principals (teaching)	0	Masters Degree	9	7-10 years	9	Average days per teacher	14
# Classroom teachers	35	Masters + 15	4	11-15 years	7	Sick days	408
# Guidance	0	Masters + 30	5	15 + years	17	All other reasons	78
# Teacher Aides	15	Masters + 45	7	Extended Day Program			
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	0						

MOZART ELEMENTARY SCHOOL

236 Beech Street, Roslindale, MA 02131
Telephone: 323-2757

Principal: John J. Passanisi

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
91	0	21	0	46	158

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
98 / 62	47 / 30	11 / 7	1 / 1	1 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 90.1% (+2.0)
Attendance Rank of School Within District 1/9
Attendance Rank of School Within System 17/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	36	60	42	62	26		34	72	20	56	46
# Students below 40th Percentile	12	8	11	5	9		15	6	15	3	5
# Students between 40-60th Percentile	3	6	5	3	4		6	6	4	5	5
# Students above 60th Percentile	6	13	7	8	2		1	13	4	7	3

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	7
# Assistant Principals	0	Bachelor + 15	0	4-6 years	0	Total Days Absent	81
# Assistant Principals (teaching)	0	Masters Degree	4	7-10 years	0	Average days per teacher	11
# Classroom teachers	7	Masters + 15	0	11-15 years	1	Sick days	61
# Guidance	0	Masters + 30	2	15+ years	6	All other reasons	20
# Teacher Aides	2	Masters + 45	0				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

JOHN D. PHILBRICK ELEMENTARY SCHOOL

40 Philbrick Street, Roslindale, MA 02131
Telephone: 327-3883

Principal: John E. Fisher

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
101	0	17	0	0	120

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
61 / 51	56 / 47	2 / 2	1 / 1	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 90.7% (-2.4)

Attendance Rank of School Within District 2/9

Attendance Rank of School Within System 13/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		52	28	44	48		52	60	28	44	60
# Students below 40th Percentile		5	8	4	5		8	2	9	3	3
# Students between 40-60th Percentile		8	4	6	7		7	9	4	4	7
# Students above 60th Percentile		8	2	0	6		8	10	1	3	8

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	0	# Teachers	6
# Assistant Principals	0	Bachelor + 15	1	4-6 years	0	Total Days Absent	97
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	0	Average days per teacher	16
# Classroom teachers	6	Masters + 15	0	11-15 years	2	Sick days	75
# Guidance	0	Masters + 30	0	15 + years	5	All other reasons	22
# Teacher Aides	2	Masters + 45	2				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

CHARLES SUMNER ELEMENTARY SCHOOL

15 Basile Street, Roslindale, MA 02131
Telephone: 325-5322

Principal: Robert E. Donahue

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
323	0	54	43[2]	0	421

[2] (2) Education and Social Development; (1) Primary Language; (1) Supportive Academic Remediation Program; (1) Early Childhood

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
242 / 57	167 / 40	12 / 3	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 88.0% (+1.5)
Attendance Rank of School Within District 6/9
Attendance Rank of School Within System 31/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		52	34	48	54		64	50	38	48	60
# Students below 40th Percentile		28	32	18	13		23	26	27	18	11
# Students between 40-60th Percentile		12	13	15	18		17	15	11	9	17
# Students above 60th Percentile		27	7	14	21		42	26	15	19	24

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	4	1-3 years	0	# Teachers	22
# Assistant Principals	1	Bachelor + 15	4	4-6 years	1	Total Days Absent	261
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	5	Average days per teacher	12
# Classroom teachers	22	Masters + 15	1	11-15 years	2	Sick days	222
# Guidance	0	Masters + 30	3	15+ years	15	All other reasons	39
# Teacher Aides	7	Masters + 45	5				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

WASHINGTON IRVING MIDDLE SCHOOL

114 Cummins Highway, Roslindale, MA 02131
Telephone: 323-2633

Principal: Richard J. Maloney

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
362	119[1]	112	42[2]	38	673

[1] Cambodian; Laotian; Greek

[2] (1) Visually Impaired; (1) Learning/Adaptive Behavior; (1) Language; (2) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
315 / 47	230 / 34	23 / 3	105 / 16	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 81 7% (+5 9)
Attendance Rank of School Within District 3/3
Attendance Rank of School Within System 13/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	56	44	36		54	38	42
# Students below 40th Percentile	50	46	73		39	52	65
# Students between 40-60th Percentile	38	46	28		48	16	31
# Students above 60th Percentile	74	24	31		73	33	34

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	17	1-3 years	5	# Teachers	51
# Assistant Principals	2	Bachelor + 15	5	4-6 years	4	Total Days Absent	576
# Assistant Principals (teaching)	0	Masters Degree	6	7-10 years	5	Average days per teacher	11
# Classroom teachers	51	Masters + 15	3	11-15 years	16	Sick days	459
# Guidance	2	Masters + 30	6	15+ years	21	All other reasons	117
# Teacher Aides	9	Masters + 45	8				
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	1						

SOLOMON LEWENBERG MIDDLE SCHOOL

20 Outlook Road, Mattapan, MA 02126
Telephone: 298-9360

Principal: Elizabeth Texeira

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
223	64[1]	74	55[2]	0	416

[1] French

[2] (1) Supportive Academic Remediation Program; (1) Learning Disabilities; Learning/Adaptive Behavior Cluster

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
307 / 74	100 / 24	4 / 1	4 / 1	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 83.9% (+6.0)
Attendance Rank of School Within District 2/3
Attendance Rank of School Within System 15/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	38	28	44		40	34	32
# Students below 40th Percentile	49	40	42		44	36	70
# Students between 40-60th Percentile	14	15	29		30	20	14
# Students above 60th Percentile	25	10	25		14	6	11

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	10	1-3 years	1	# Teachers	33
# Assistant Principals	1	Bachelor + 15	5	4-6 years	5	Total Days Absent	456
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	11	Average days per teacher	14
# Classroom teachers	33	Masters + 15	2	11-15 years	9	Sick days	342
# Guidance	0	Masters + 30	6	15 + years	6	All other reasons	114
# Teacher Aides	5	Masters + 45	7				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	1						

ROBERT GOULD SHAW MIDDLE SCHOOL

20 Mt. Vernon Street, West Roxbury, MA 02132
Telephone: 325-2727

Principal: Cornelius J. Keohane

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
215	0	56	57[2]	0	329

[2] (2) Education and Social Development; (3) Multihandicapped; (2) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
234 / 71	63 / 19	29 / 9	2 / 1	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 81.3% (+2.6)
Attendance Rank of School Within District: 1/3
Attendance Rank of School Within System: 11/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	38	20	26		44	30	34
# Students below 40th Percentile	45	69	49		30	54	42
# Students between 40-60th Percentile	15	11	16		24	16	23
# Students above 60th Percentile	17	2	13		18	13	12

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	4	1-3 years	1	# Teachers	26
# Assistant Principals	1	Bachelor + 15	5	4-6 years	4	Total Days Absent	304
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	7	Average days per teacher	11
# Classroom teachers	26	Masters + 15	3	11-15 years	4	Sick days	265
# Guidance	1	Masters + 30	4	15+ years	10	All other reasons	39
# Teacher Aides	7	Masters + 45	7				
# Clerical/Secretarial	2	Doctorate	1				
# Librarians/Audio-Visual	0						

WEST ROXBURY HIGH SCHOOL

1205 V.F.W. Parkway, West Roxbury, MA 02132
Telephone: 323-4866

Headmaster: Donald Pellegrini

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
904	42[1]	149	75[2]	109	1279

[1] Greek

[2] (2) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior; (1) Physically Handicapped; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
727 / 57	497 / 39	437 / 3	7 / 1	5 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 77.8% (+2.1)

Attendance Rank of School Within District: Not Applicable

Attendance Rank of School Within System: 11/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	30	30	36		23	22	22
# Students below 40th Percentile	153	127	78		186	146	99
# Students between 40-60th Percentile	59	47	44		41	38	23
# Students above 60th Percentile	48	35	30		29	25	26

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	11	1-3 years	1	# Teachers	72
# Assistant Headmasters	7	Bachelor + 15	6	4-6 years	3	Total Days Absent	840
# Assistant Headmasters (teaching)	0	Masters Degree	9	7-10 years	6	Average days per teacher	11
# Classroom teachers	72	Masters + 15	4	11-15 years	21	Sick days	633
# Guidance	3	Masters + 30	12	15+ years	36	All other reasons	207
# Teacher Aides	9	Masters + 45	39				
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	1						

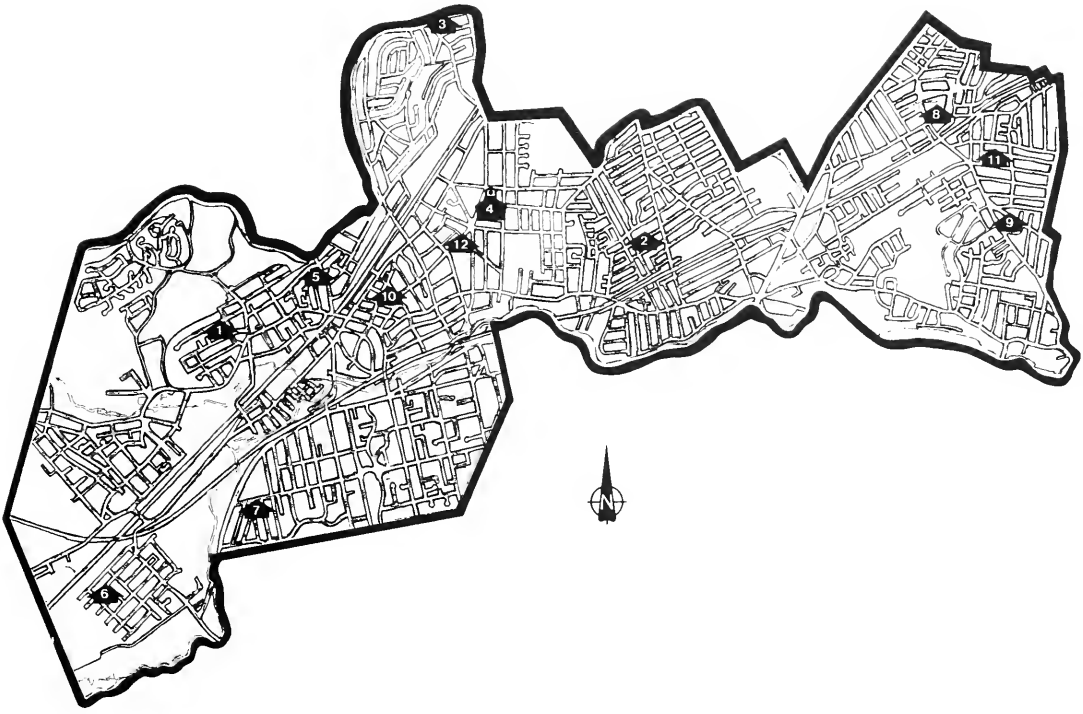
District 3 Reading and Mathematics Achievement

By Grade and Race

Grade	Race	Median Percentile Reading	Median Percentile Mathematics
1	Black	58	42
	White	72	64
	Hispanic	32	38
	Asian	88	89
2	Black	48	46
	White	66	68
	Hispanic	52	60
	Asian	80	88
3	Black	40	36
	White	56	60
	Hispanic	42	62
	Asian	82	92
4	Black	38	34
	White	58	66
	Hispanic	30	23
	Asian	88	98
5	Black	44	52
	White	66	64
	Hispanic	50	60
	Asian	77	96
	Indian	28	14
6	Black	38	40
	White	70	64
	Hispanic	26	42
	Asian	96	96
	Indian	28	36
7	Black	26	30
	White	46	48
	Hispanic	22	34
	Asian	60	38
	Indian		20
8	Black	30	28
	White	56	48
	Hispanic	30	48
	Asian	77	98
9	Black	23	16
	White	48	38
	Hispanic	52	30
10	Black	23	16
	White	40	40
	Hispanic	42	18
	Asian		76
11	Black	30	18
	White	48	42
	Hispanic	22	16
	Asian		38
	Indian	86	54

DISTRICT 4

Hyde Park
Mattapan
Dorchester
Roslindale



COMMUNITY DISTRICT OFFICE

Joyce Grant, Community Superintendent
E. Greenwood School
612 Metropolitan Avenue
Hyde Park, MA 02136 364-3033

1. CHANNING
2. CHITTICK
3. CONLEY
4. E. GREENWOOD
5. GREW
6. HEMENWAY
7. F. ROOSEVELT
8. P.A. SHAW
9. TAYLOR
10. W.B. ROGERS
11. THOMPSON
12. HYDE PARK HIGH

DISTRICT 4

District IV consists of one comprehensive high school, two middle schools and nine elementary schools. The district student population was 4,470, with 556 at the Kindergarten level, 1,909 at the Elementary, 1,029 at the Middle, and 976 at the High school level. The makeup of the District by race was 71% Black, 26% White, 2% Hispanic, 1% Oriental and a total of 15 American Indian students.

The developing and implementing of district wide school improvement programs, implementing the new BPS curriculum objectives, improving staff and student morale, and reducing academic disparity between the racial groups of students are ongoing goals of the district.

The districts two middle schools, the Rogers and Thompson have traditional courses of study with an emphasis on career education. The Rogers is organized through the cluster system approach and the Thompson is organized into two houses—Alpha and Omega. The Thompson is participating in the Boston School Improvement Project.

All elementary schools in the District offer a traditional basic skills curriculum but with variation in the supplemental enrichment and special needs programs. The Chittick Elementary has a Reading and Math Laboratory Program; the Greenwood, a class for young autistic children; the Grew, a cross-graded homogeneous program in reading; the Hemenway, an Advanced Learning Program, and an advanced work enrichment in reading and mathematics; the Taylor, a Chapter 1 Reading remediation program.

External resource agency participation and funded programs strengthen the existing core curriculum. Through a Chapter 636 supported partnership with Stonehill College a Computer Literacy Program was piloted at Hyde Park High, Rogers Middle and the Conley, Greenwood, Shaw and Taylor Elementary Schools. Stonehill College provided staff training in Logo. In addition, students have participated in advanced courses at Stonehill in biology, chemistry, physics and astronomy. Student leadership development programs using the college's Outdoor Action facility involved students from Hyde Park High and the Thompson and Rogers Middle Schools.

Cultural education has been enhanced by the following pairings: New England Conservatory of Music and The Institute of Contemporary Art with Hyde Park High; Opera Company of Boston with the Rogers and Thompson Middle Schools; Community Music Center of Boston with the Chittick, Grew, Shaw and Taylor Elementary Schools; Museum of Fine Arts with the Roosevelt Middle and the Kodaly Music Program with the Hemenway School.

The Bank of Boston provides educational and financial aid to students at Hyde Park High and reinforces the Computer Literacy Program. Digital Equipment Corporation has financed trips for Thompson Middle students under direction of the Youth Enrichment Services.

WILLIAM E. CHANNING ELEMENTARY SCHOOL

35 Sunnyside Street, Hyde Park, MA 02136
Telephone: 361-0489

Principal: James W. Mulroy

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
194	0	35	8[2]	0	237

[2] (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
132 / 56	88 / 37	10 / 4	4 / 2	3 / 1

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 89.2% (+1.5)
Attendance Rank of School Within District 6/9
Attendance Rank of School Within System 24/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	74	64	66	50	50		70	44	52	48	70
# Students below 40th Percentile	8	8	3	7	5		12	17	10	7	6
# Students between 40-60th Percentile	13	9	7	6	7		9	10	4	9	4
# Students above 60th Percentile	29	20	13	10	4		24	11	11	5	12

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	4	1-3 years	0	# Teachers	11
# Assistant Principals	0	Bachelor + 15	1	4-6 years	0	Total Days Absent	160
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	1	Average days per teacher	14
# Classroom teachers	11	Masters + 15	1	11-15 years	1	Sick days	145
# Guidance	0	Masters + 30	2	15 + years	8	All other reasons	15
# Teacher Aides	5	Masters + 45	1				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JAMES J. CHITTICK ELEMENTARY SCHOOL

154 Roslindale Road, Mattapan, MA 02126
Telephone: 361-0353

Principal: Rita Manning

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
283	0	32	11[2]	50	377

[2] (1) Language

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
319 / 85	44 / 12	10 / 3	3 / 1	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 92.0% (+2.4)
Attendance Rank of School Within District: 4/9
Attendance Rank of School Within System: 9/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	52	74	60	70	52		42	64	72	66	58
# Students below 40th Percentile	24	8	11	8	14		36	14	6	8	16
# Students between 40-60th Percentile	18	9	14	3	11		17	10	13	7	8
# Students above 60th Percentile	34	32	23	25	17		25	25	31	20	18

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	1	# Teachers	16
# Assistant Principals	0	Bachelor + 15	2	4-6 years	2	Total Days Absent	188
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	0	Average days per teacher	12
# Classroom teachers	16	Masters + 15	1	11-15 years	1	Sick days	114
# Guidance	0	Masters + 30	2	15+ years	12	All other reasons	74
# Teacher Aides	6	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

GEORGE H. CONLEY ELEMENTARY SCHOOL

450 Poplar Street, Roslindale, MA 02131
Telephone: 325-0014

Principal: James J. O'Connor

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
147	0	22	9[2]	0	178

[2] (1) Supportive Academic Remediation Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
107 / 60	70 / 39	0 / 0	0 / 0	1 / 1

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 88.0 (+1.4)
Attendance Rank of School Within District: 7/9
Attendance Rank of School Within System: 31/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	58	64	60	44	36		52	76	38	62	46
# Students below 40th Percentile	16	3	5	5	16		18	2	11	2	11
# Students between 40-60th Percentile	10	7	7	3	6		10	9	4	3	11
# Students above 60th Percentile	16	12	8	2	5		13	15	5	5	7

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	9
# Assistant Principals	0	Bachelor + 15	0	4-6 years	0	Total Days Absent	98
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	1	Average days per teacher	11
# Classroom teachers	9	Masters + 15	1	11-15 years	2	Sick days	77
# Guidance	0	Masters + 30	2	15+ years	7	All other reasons	21
# Teacher Aides	2	Masters + 45	3				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

ELIHU GREENWOOD ELEMENTARY SCHOOL

612 Metropolitan Avenue, Hyde Park, MA 02136
Telephone: 361-5393

Principal: Paul M. Donovan

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
294	0	47	60[2]	0	401

[2] (3) Learning Disabilities; Early Childhood Center

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
254 / 63	135 / 34	8 / 2	3 / 1	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83. 89.4% (+2.0)
Attendance Rank of School Within District. 5/9
Attendance Rank of School Within System 22/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	66	40	48	46	40		46	32	68	40	56
# Students below 40th Percentile	17	21	14	19	29		30	29	7	23	18
# Students between 40-60th Percentile	14	14	16	14	17		11	10	8	8	18
# Students above 60th Percentile	35	9	10	15	13		27	10	25	17	22

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	1	# Teachers	20
# Assistant Principals	0	Bachelor + 15	3	4-6 years	0	Total Days Absent	302
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	6	Average days per teacher	15
# Classroom teachers	20	Masters + 15	2	11-15 years	1	Sick days	150
# Guidance	0	Masters + 30	1	15 + years	13	All other reasons	152
# Teacher Aides	13	Masters + 45	8				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

HENRY GREW ELEMENTARY SCHOOL

40 Gordon Avenue, Hyde Park, MA 02136
Telephone: 361-6618

Principal: Amanda Amis

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
123	0	32	8[2]	21	184

[2] (1) Primary Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
103 / 56	69 / 38	8 / 4	2 / 1	2 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 92.0% (+4.0)

Attendance Rank of School Within District: 4/9

Attendance Rank of School Within System: 9/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	66	54	64	30	38		60	64	76	56	46
# Students below 40th Percentile	7	2	5	19	13		9	3	5	7	6
# Students between 40-60th Percentile	9	11	6	4	5		12	5	6	7	9
# Students above 60th Percentile	19	6	13	4	2		15	11	14	12	4

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	10
# Assistant Principals	0	Bachelor + 15	1	4-6 years	0	Total Days Absent	98
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	0	Average days per teacher	10
# Classroom teachers	10	Masters + 15	1	11-15 years	4	Sick days	63
# Guidance	0	Masters + 30	2	15+ years	9	All other reasons	35
# Teacher Aides	4	Masters + 45	1				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

AUGUSTA HEMENWAY ELEMENTARY SCHOOL

Millstone Road, Hyde Park, MA 02136
Telephone: 361-1920

Principal: Francis Ledwith

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
97	0	16	0	0	113

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
63 / 56	48 / 42	2 / 2	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 93.0% (+ 1.7)
Attendance Rank of School Within District. 2/9
Attendance Rank of School Within System. 2/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	56	54	56	70	46		76	46	48	76	34
# Students below 40th Percentile	7	6	4	1	10		2	6	4	2	12
# Students between 40-60th Percentile	3	5	3	1	6		3	4	4	2	4
# Students above 60th Percentile	8	6	6	11	6		12	7	5	9	6

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	5
# Assistant Principals	0	Bachelor + 15	0	4-6 years	0	Total Days Absent	90
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	1	Average days per teacher	18
# Classroom teachers	5	Masters + 15	0	11-15 years	2	Sick days	39
# Guidance	0	Masters + 30	1	15 + years	3	All other reasons	51
# Teacher Aides	1	Masters + 45	3				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

FRANKLIN D. ROOSEVELT ELEMENTARY SCHOOL

95 Needham Road, Hyde Park, MA 02136
Telephone: 361-4879

Principal: Timothy F. Galvin

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
106	0	36	9[2]	49	200

[2] (1) Supportive Academic Remediation Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
100 / 50	98 / 49	0 / 0	2 / 1	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 92.9% (+3.0)
Attendance Rank of School Within District 3/9
Attendance Rank of School Within System 3/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	56	50	64	48	52		56	46	72	56	68
# Students below 40th Percentile	4	4	2	5	5		7	5	0	3	3
# Students between 40-60th Percentile	6	12	11	7	8		5	9	10	5	5
# Students above 60th Percentile	9	5	13	3	3		8	7	17	7	8

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	9
# Assistant Principals	0	Bachelor + 15	2	4-6 years	1	Total Days Absent	43
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	0	Average days per teacher	5
# Classroom teachers	9	Masters + 15	1	11-15 years	0	Sick days	25
# Guidance	0	Masters + 30	0	15 + years	10	All other reasons	18
# Teacher Aides	3	Masters + 45	4				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

PAULINE A. SHAW ELEMENTARY SCHOOL

429 Norfolk Street, Dorchester, MA 02124
Telephone: 436-3145

Principal: John J. Bradley

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
154	31[1]	30	22[2]	21	258

[1] French

[2] (1) Supportive Academic Remediation Program; (1) Primary Language

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
198 / 77	52 / 20	7 / 3	0 / 0	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 87.5% (+0.6)

Attendance Rank of School Within District: 8/9

Attendance Rank of School Within System: 36/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	50	46	48	26	48		28	16	44	28	60
# Students below 40th Percentile	13	12	9	15	7		28	23	15	14	6
# Students between 40-60th Percentile	13	11	14	5	9		6	4	6	4	9
# Students above 60th Percentile	13	8	10	2	11		5	5	13	4	9

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	4	1-3 years	1	# Teachers	15
# Assistant Principals	0	Bachelor + 15	2	4-6 years	0	Total Days Absent	196
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	3	Average days per teacher	13
# Classroom teachers	15	Masters + 15	1	11-15 years	5	Sick days	162
# Guidance	0	Masters + 30	2	15+ years	6	All other reasons	34
# Teacher Aides	6	Masters + 45	2				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

CHARLES H. TAYLOR ELEMENTARY SCHOOL

1060 Morton Street, Mattapan, MA 02126
Telephone: 298-1486

Principal: James H. Keane

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
360	0	86	0	67	513

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
419 / 82	79 / 15	9 / 2	5 / 1	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 93.5% (+2.1)
Attendance Rank of School Within District: 1/9
Attendance Rank of School Within System: 1/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	62	60	64	58	64		46	56	76	48	64
# Students below 40th Percentile	22	14	7	27	21		41	14	7	36	17
# Students between 40-60th Percentile	23	13	15	19	19		27	20	11	14	26
# Students above 60th Percentile	52	26	27	39	51		31	19	31	35	47

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	4	1-3 years	1	# Teachers	22
# Assistant Principals	1	Bachelor + 15	2	4-6 years	0	Total Days Absent	231
# Assistant Principals (teaching)	0	Masters Degree	4	7-10 years	1	Average days per teacher	10
# Classroom teachers	22	Masters + 15	2	11-15 years	1	Sick days	173
# Guidance	0	Masters + 30	2	15+ years	20	All other reasons	58
# Teacher Aides	9	Masters + 45	5				
# Clerical/Secretarial	2	Doctorate	0				
# Librarians/Audio-Visual	0						

WILLIAM BARTON ROGERS MIDDLE SCHOOL

15 Everett Street, Hyde Park, MA 02136
Telephone: 361-1990

Principal: John J. Daniels

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
457	0	94	27[2]	0	578

[2] (1) Learning/Adaptive Behavior; (2) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
377 / 65	186 / 32	10 / 2	2 / 0	3 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 85.1% (+2.1)

Attendance Rank of School Within District 1/2

Attendance Rank of School Within System: 5/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	48	38	40		44	38	38
# Students below 40th Percentile	66	76	65		65	82	71
# Students between 40-60th Percentile	42	39	34		64	39	36
# Students above 60th Percentile	67	28	35		48	30	27

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	9	1-3 years	1	# Teachers	34
# Assistant Principals	1	Bachelor + 15	2	4-6 years	1	Total Days Absent	407
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	6	Average days per teacher	12
# Classroom teachers	34	Masters + 15	2	11-15 years	11	Sick days	290
# Guidance	1	Masters + 30	4	15+ years	16	All other reasons	117
# Teacher Aides	2	Masters + 45	13				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

FRANK V. THOMPSON MIDDLE SCHOOL

100 Maxwell Street, Dorchester, MA 02124
Telephone: 282-4040

Principal: Gerald Hill

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
328	0	78	19[2]	25	450

[2] (1) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
367 / 82	70 / 16	12 / 3	0 / 0	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 75.8% (+2.5)
Attendance Rank of School Within District: 2/2
Attendance Rank of School Within System: 17/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	50	28	36		44	26	38
# Students below 40th Percentile	54	70	62		55	77	63
# Students between 40-60th Percentile	29	26	25		41	22	35
# Students above 60th Percentile	53	16	29		39	14	18

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	8	1-3 years	1	# Teachers	31
# Assistant Principals	1	Bachelor + 15	4	4-6 years	1	Total Days Absent	416
# Assistant Principals (teaching)	0	Masters Degree	5	7-10 years	11	Average days per teacher	13
# Classroom teachers	31	Masters + 15	5	11-15 years	10	Sick days	331
# Guidance	1	Masters + 30	2	15+ years	8	All other reasons	85
# Teacher Aides	2	Masters + 45	8				
# Clerical/Secretarial	3	Doctorate	0				
# Librarians/Audio-Visual	0						

HYDE PARK HIGH SCHOOL

655 Metropolitan Avenue, Hyde Park, MA 02136
Telephone: 361-8080

Headmaster: Michael A. Donato

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
652	0	155	92[2]	71	970

[2] (6) Education and Social Development; (2) Multihandicapped; (1) Supportive Academic Remediation Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
734 / 76	218 / 22	13 / 1	4 / 0	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 84.4% (+0.4)
Attendance Rank of School Within District: Not Applicable
Attendance Rank of School Within System: 4/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	26	26	26		23	22	22
# Students below 40th Percentile	154	119	90		160	125	107
# Students between 40-60th Percentile	35	31	32		38	27	26
# Students above 60th Percentile	38	24	16		26	18	9

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	4	1-3 years	2	# Teachers	58
# Assistant Headmasters	4	Bachelor + 15	13	4-6 years	2	Total Days Absent	878
# Assistant Headmasters (teaching)	0	Masters Degree	7	7-10 years	13	Average days per teacher	15
# Classroom teachers	58	Masters + 15	7	11-15 years	8	Sick days	747
# Guidance	6	Masters + 30	15	15+ years	37	All other reasons	131
# Teacher Aides	7	Masters + 45	19				
# Clerical/Secretarial	4	Doctorate	0				
# Librarians/Audio-Visual	1						

District 4 Reading and Mathematics Achievement

By Grade and Race

Grade	Race	Median Percentile Reading	Median Percentile Mathematics
1	Black	56	42
	White	74	70
	Hispanic	52	74
	Asian	80	89
	Indian	96	89
2	Black	54	44
	White	66	68
	Hispanic	64	40
	Asian	42	46
	Indian	99	98
3	Black	52	60
	White	66	76
	Hispanic	64	76
	Asian	72	92
	Indian	94	92
4	Black	46	48
	White	58	66
	Hispanic	50	66
	Indian	70	66
5	Black	46	56
	White	54	70
	Hispanic	34	34
	Indian	48	28
6	Black	44	42
	White	62	54
	Hispanic	66	64
	Asian	14	26
	Indian	74	44
7	Black	28	26
	White	48	48
	Hispanic	50	52
	Indian	62	70
8	Black	32	34
	White	60	48
	Hispanic	62	48
	Asian		20
	Indian	54	82
9	Black	23	20
	White	44	46
	Hispanic	8	28
	Asian	36	34
	Indian	84	88
10	Black	22	18
	White	36	48
	Hispanic	74	48
	Asian	66	66
11	Black	23	18
	White	44	34
	Hispanic	60	38

DISTRICT 5

Dorchester

1. DICKERMAN
2. ENDICOTT
3. EVERETT
4. FIFIELD
5. S. GREENWOOD
6. HOLLAND
7. KENNY
8. MARSHALL
9. MATHER
10. MURPHY
11. O'HEARN
12. STONE
13. CLEVELAND
14. HOLMES
15. WOODROW WILSON
16. JEREMIAH BURKE
17. DORCHESTER HIGH

COMMUNITY DISTRICT OFFICE

Mildred B. Griffith, Community Superintendent
Leen School
65 Bailey Street
Dorchester, MA 02124 436-2139

DISTRICT 5

District V consists of two high schools, three middle schools and twelve elementary schools. The district's 1982-83 student population was 8,323, with 806 at the Kindergarten level, 3,958 at the Elementary, 2,037 at the Middle and 1,522 at the High School level. The makeup of the District by race was 70% Black, 16% White, 13% Hispanic and less than 1% American Indian. It is the second largest district and offers a variety of educational settings from the small traditional school to the large open-space school.

The District has its own Teacher Center for the professional development of teachers. An ongoing priority is the development of a comprehensive plan to address program/curriculum, facility improvement, and adequate staffing for the two high schools. Children in grades K-3 who are identified as gifted and talented in Art, Music and Language Arts receive special instruction in an academically and creatively talented (ACT) program. ACT is funded by Chapter 636 funds and enrolled over 120 children. There is a district-wide alternative education program for middle school students called the Log School.

The District's high schools, Burke High and Dorchester High, have developed a calm climate for learning. Burke had more white students enrolled in grade 9 in 1982-83 than in previous years. At both high schools core academic programs in college and business preparatory are offered as well as a full range of services for special needs students. Burke has implemented a computer lab classroom. Dorchester High has three magnet cooperative industrial programs and has developed a health career focus program theme.

The Cleveland Middle School is the largest middle school in Boston. It is organized into houses structured by grade levels, each under the leadership of a House Coordinator and with the support of a Guidance Advisor. Each house operates as an independent unit programmatically. Special programs are available for students two or more years below grade level in the basic skills subjects.

The Holmes Middle School building is in two wings separated by a gym, that allows for the natural clustering and teaming of teachers according to grades. Each grade cluster incorporates Resource Rooms and Supportive Adaptive Remediation classes for effective mainstreaming. Three Advanced Work Classes, with French being taught, make up one of the grade 6 clusters. A Career Resource Center facilitates the infusion of career education into all subject areas

The Wilson Middle School is also constructed in two wings, allowing for the natural clustering of classes and team teaching. Each grade cluster incorporates Resource Rooms and Substantially Separate Classes for effective mainstreaming. Computer usage training is offered to all 7th and 8th graders.

The Log School Program, funded by Chapter 636, is an alternative program for middle school students (ages 13-16) whose school experience has been negative and non-productive. Instruction in basic skills, physical education, vocational skills and counseling emphasize student responsibility, self-pacing and cooperation. The Log School's Student Leadership Program provides youth with a forum which supports personal and group decision-making. Twenty-five (25) students from the Cleveland, Holmes and Wilson Middle Schools were enrolled during 1982-83.

District V has established a parent Resource Center. With assistance from the University of Massachusetts/Boston several Saturday Workshops to help parents understand the basic skills program were implemented.

Dorchester and Burke Highs have been involved in a cross-age tutorial program—high school students tutored 100 middle school students during 1982-83. Peer counseling program also operates at both high schools. Students' tutors receive preparation through training in interviewing, task oriented group work, group leading techniques, crisis intervention, confidentiality and the role of the counselor.

District V schools receive a variety of kinds of program and staff development assistance from University of Massachusetts/Boston, Massachusetts College of Art, New England Life Company, Creative Education Associates, School Volunteers for Boston, the Cultural Education Collaborative, and New England Telephone Company.

QUINCY E. DICKERMAN ELEMENTARY SCHOOL

206 Magnolia Street, Dorchester, MA 02121
Telephone: 445-9479

Principal: Francis O'Meara

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
218	0	47	0	20	285

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
209 / 73	36 / 13	40 / 14	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 85.2% (-0.2)
Attendance Rank of School Within District 9/12
Attendance Rank of School Within System: 45/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	28	42	46	28	18		22	36	52	36	24
# Students below 40th Percentile	48	20	13	23	32		43	23	13	19	28
# Students between 40-60th Percentile	10	13	12	3	1		15	8	7	7	5
# Students above 60th Percentile	6	8	8	6	1		6	11	12	6	1

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	4	1-3 years	1	# Teachers	16
# Assistant Principals	0	Bachelor + 15	2	4-6 years	0	Total Days Absent	330
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	2	Average days per teacher	20
# Classroom teachers	16	Masters + 15	1	11-15 years	2	Sick days	283
# Guidance	0	Masters + 30	0	15 + years	11	All other reasons	47
# Teacher Aides	3	Masters + 45	5				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

WILLIAM E. ENDICOTT ELEMENTARY SCHOOL

2 McLellan Street, Dorchester, MA 02121
Telephone: 825-5196

Principal: Michael Berrigan

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
177	0	24	0	0	201

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
151 / 75	30 / 15	19 / 9	0 / 0	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 87.4% (-1.8)
Attendance Rank of School Within District: 6/12
Attendance Rank of School Within System: 37/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	32	46	44	34	38		38	60	44	34	42
# Students below 40th Percentile	23	11	11	14	18		22	6	10	16	15
# Students between 40-60th Percentile	13	6	9	6	9		11	7	4	4	15
# Students above 60th Percentile	5	9	4	4	5		9	10	9	4	4

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	1	# Teachers	9
# Assistant Principals	0	Bachelor + 15	0	4-6 years	0	Total Days Absent	102
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	2	Average days per teacher	11
# Classroom teachers	9	Masters + 15	2	11-15 years	3	Sick days	88
# Guidance	0	Masters + 30	4	15+ years	5	All other reasons	14
# Teacher Aides	3	Masters + 45	1				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

EDWARD EVERETT ELEMENTARY SCHOOL

71 Pleasant Street, Dorchester, MA 02125
Telephone: 265-2762

Principal: Robert A. Glennon

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
196	0	36	8[2]	0	240

[2] (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
140 / 58	74 / 31	23 / 10	1 / 0	2 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 85.2% (+0.2)
Attendance Rank of School Within District: 8/12
Attendance Rank of School Within System: 45/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	36	32	36	20	10		22	24	44	34	22
# Students below 40th Percentile	30	19	17	23	21		40	23	12	17	16
# Students between 40-60th Percentile	13	13	9	1	0		9	5	9	6	5
# Students above 60th Percentile	7	1	4	3	2		3	6	9	3	2

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	0	# Teachers	11
# Assistant Principals	0	Bachelor + 15	1	4-6 years	1	Total Days Absent	118
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	2	Average days per teacher	11
# Classroom teachers	11	Masters + 15	3	11-15 years	0	Sick days	83
# Guidance	0	Masters + 30	2	15 + years	9	All other reasons	35
# Teacher Aides	5	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

EMILY A. FIFIELD ELEMENTARY SCHOOL

25 Dunbar Avenue, Dorchester, MA 02124
Telephone: 825-7706

Principal: Daniel D. Walsh

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
265	0	70	0	52	387

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
293 / 76	56 / 14	29 / 7	9 / 2	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 89.7% (+0.5)

Attendance Rank of School Within District. 1/12

Attendance Rank of School Within System 20/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	20	46	42	46	46		22	72	60	44	60
# Students below 40th Percentile	57	22	23	15	18		57	8	10	18	10
# Students between 40-60th Percentile	12	8	27	14	19		16	6	22	10	16
# Students above 60th Percentile	7	18	13	11	14		6	34	31	12	25

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	2	# Teachers	17
# Assistant Principals	0	Bachelor + 15	3	4-6 years	1	Total Days Absent	412
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	1	Average days per teacher	24
# Classroom teachers	17	Masters + 15	2	11-15 years	3	Sick days	339
# Guidance	0	Masters + 30	3	15+ years	13	All other reasons	73
# Teacher Aides	6	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

SARAH GREENWOOD ELEMENTARY SCHOOL

189 Glenway Street, Dorchester, MA 02121
Telephone: 436-7690

Principal: Leo M. Howard

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
259	76[1]	56	23[2]	5	419

[1] Spanish

[2] (3) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
266 / 63	65 / 16	84 / 20	1 / 0	3 / 1

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 84.5% (+0.8)
Attendance Rank of School Within District 10/12
Attendance Rank of School Within System 48/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	52	24	44	28	34		42	22	56	34	46
# Students below 40th Percentile	24	36	14	25	32		35	44	9	25	23
# Students between 40-60th Percentile	14	12	14	8	11		18	12	12	10	22
# Students above 60th Percentile	31	9	7	6	6		18	4	13	4	6

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	5	1-3 years	0	# Teachers	23
# Assistant Principals	1	Bachelor + 15	2	4-6 years	4	Total Days Absent	278
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	3	Average days per teacher	12
# Classroom teachers	23	Masters + 15	3	11-15 years	3	Sick days	223
# Guidance	0	Masters + 30	2	15+ years	13	All other reasons	55
# Teacher Aides	8	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JOHN P. HOLLAND ELEMENTARY SCHOOL

85 Olney Street, Dorchester, MA 02121
Telephone: 265-6656

Principal: Edith D. Simons

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
461	124[1]	129	49[2]	0	763

[1] Spanish

[2] (2) Language; (3) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
502 / 66	69 / 9	187 / 25	3 / 0	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 84.4% (+0.2)

Attendance Rank of School Within District: 11/12

Attendance Rank of School Within System: 49/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	44	32	34	30	32		42	36	32	34	42
# Students below 40th Percentile	56	52	44	47	44		65	48	53	37	35
# Students between 40-60th Percentile	29	25	21	11	23		33	23	20	19	25
# Students above 60th Percentile	37	11	9	7	7		33	17	5	10	14

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	11	1-3 years	3	# Teachers	44
# Assistant Principals	2	Bachelor + 15	2	4-6 years	9	Total Days Absent	686
# Assistant Principals (teaching)	0	Masters Degree	8	7-10 years	12	Average days per teacher	15
# Classroom teachers	44	Masters + 15	6	11-15 years	7	Sick days	573
# Guidance	0	Masters + 30	6	15+ years	14	All other reasons	113
# Teacher Aides	20	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

THOMAS J. KENNY ELEMENTARY SCHOOL

19 Oakton Avenue, Dorchester, MA 02122
Telephone: 825-7423

Principal: William Hart

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
193	0	34	11[2]	0	238

[2] (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
131 / 55	93 / 39	6 / 3	3 / 1	5 / 2

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 88.1% (+2.9)
Attendance Rank of School Within District: 4/12
Attendance Rank of School Within System: 30/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		48	46	14	54		22	64	52	16	74
# Students below 40th Percentile		7	9	21	2		26	4	7	18	1
# Students between 40-60th Percentile		7	7	2	7		7	6	6	1	5
# Students above 60th Percentile		8	5	0	8		10	13	9	3	14

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	0	1-3 years	0	# Teachers	9
# Assistant Principals	0	Bachelor + 15	2	4-6 years	0	Total Days Absent	181
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	1	Average days per teacher	20
# Classroom teachers	9	Masters + 15	2	11-15 years	1	Sick days	80
# Guidance	0	Masters + 30	0	15 + years	9	All other reasons	101
# Teacher Aides	4	Masters + 45	5				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JOHN MARSHALL ELEMENTARY SCHOOL

35 Westville Street, Dorchester, MA 02124
Telephone: 436-3130

Principal: Dorothea T. Callahan

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
341	126[1]	116	77[2]	101	761

[1] Spanish

[2] (1) Supportive Academic Remediation Program — Education and Social Development; (1) Learning/Adaptive Behavior; Early Childhood Center

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
502 / 66	79 / 10	176 / 23	2 / 0	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 87.6% (+1.8)

Attendance Rank of School Within District: 5/12

Attendance Rank of School Within System: 35/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	32	42	28	24	30		34	36	28	22	32
# Students below 40th Percentile	76	29	50	53	47		82	32	52	38	46
# Students between 40-60th Percentile	35	25	15	15	19		32	21	16	10	20
# Students above 60th Percentile	28	15	13	8	6		22	10	9	3	6

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	12	1-3 years	4	# Teachers	41
# Assistant Principals	2	Bachelor + 15	5	4-6 years	9	Total Days Absent	739
# Assistant Principals (teaching)	0	Masters Degree	5	7-10 years	11	Average days per teacher	18
# Classroom teachers	41	Masters + 15	6	11-15 years	9	Sick days	530
# Guidance	0	Masters + 30	3	15+ years	10	All other reasons	209
# Teacher Aides	21	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	1						

MATHER ELEMENTARY SCHOOL

Meeting House Hill, Dorchester, MA 02122
Telephone: 265-3764

Principal: William Connor

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
369	0	71	22[2]	42	504

[2] (2) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
339 / 67	110 / 22	43 / 9	11 / 2	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 87.1% (0.0)
Attendance Rank of School Within District 7/12
Attendance Rank of School Within System 38/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		36	48	44	38		38	40	36	36	38
# Students below 40th Percentile		31	27	27	46		33	28	31	32	44
# Students between 40-60th Percentile		15	26	17	16		15	20	12	10	20
# Students above 60th Percentile		9	7	17	25		13	8	15	19	23

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	4	1-3 years	0	# Teachers	27
# Assistant Principals	1	Bachelor + 15	6	4-6 years	2	Total Days Absent	412
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	3	Average days per teacher	15
# Classroom teachers	27	Masters + 15	2	11-15 years	2	Sick days	342
# Guidance	0	Masters + 30	7	15+ years	20	All other reasons	70
# Teacher Aides	10	Masters + 45	1				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

RICHARD J. MURPHY ELEMENTARY SCHOOL

1 Worrell Street, Dorchester, MA 02122
Telephone: 288-7621

Principal: John M. Hughes

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
260	182[1]	60	85[2]	78	665

[1] French

[2] (1) Visually Impaired; (1) Education and Social Development; (2) Multihandicapped; (3) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior; (2) Physically Handicapped

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
505 / 76	143 / 22	16 / 2	1 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 89 1% (+ 1.9)

Attendance Rank of School Within District. 3/12

Attendance Rank of School Within System: 25/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	56	56	52	54	60		34	44	48	62	60
# Students below 40th Percentile	21	6	10	24	26		39	18	15	17	18
# Students between 40-60th Percentile	15	26	16	17	20		12	21	9	12	25
# Students above 60th Percentile	24	16	13	29	39		12	9	15	41	41

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	9	1-3 years	6	# Teachers	41
# Assistant Principals	2	Bachelor + 15	7	4-6 years	3	Total Days Absent	597
# Assistant Principals (teaching)	0	Masters Degree	7	7-10 years	7	Average days per teacher	14
# Classroom teachers	41	Masters + 15	5	11-15 years	4	Sick days	347
# Guidance	0	Masters + 30	2	15+ years	22	All other reasons	250
# Teacher Aides	20	Masters + 45	6				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

PATRICK O'HEARN ELEMENTARY SCHOOL

1669 Dorchester Avenue, Dorchester, MA 02122
Telephone: 282-3178

Principal: Gladys DeCosta

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
126	0	18	8[1]	0	144

[1] Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
78 / 54	60 / 42	6 / 4	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 84.2% (−0.8)
Attendance Rank of School Within District 12/12
Attendance Rank of School Within System: 50/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		50	42	38	38		56	36	28	56	38
# Students below 40th Percentile		5	5	6	9		6	10	9	3	8
# Students between 40-60th Percentile		6	6	2	3		6	6	3	4	4
# Students above 60th Percentile		7	2	3	3		9	2	1	4	3

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	0	# Teachers	7
# Assistant Principals	0	Bachelor + 15	2	4-6 years	1	Total Days Absent	150
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	0	Average days per teacher	21
# Classroom teachers	7	Masters + 15	0	11-15 years	2	Sick days	62
# Guidance	0	Masters + 30	1	15+ years	5	All other reasons	88
# Teacher Aides	1	Masters + 45	1				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

LUCY STONE ELEMENTARY SCHOOL

22 Regina Road, Dorchester, MA 02124
Telephone: 825-2656

Principal: Ronald Bagley

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
120	0	40	0	0	160

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
127 / 79	19 / 12	14 / 9	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 89.4% (– 1.5)

Attendance Rank of School Within District: 2/12

Attendance Rank of School Within System: 22/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	44	44	72	28	44		34	28	78	23	56
# Students below 40th Percentile	9	9	1	11	10		13	17	0	12	5
# Students between 40-60th Percentile	7	9	8	3	6		7	6	6	1	11
# Students above 60th Percentile	7	8	16	0	5		3	3	19	1	5

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	0	# Teachers	7
# Assistant Principals	0	Bachelor + 15	1	4-6 years	1	Total Days Absent	83
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	0	Average days per teacher	12
# Classroom teachers	7	Masters + 15	1	11-15 years	3	Sick days	68
# Guidance	0	Masters + 30	1	15 + years	4	All other reasons	15
# Teacher Aides	4	Masters + 45	0				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

GROVER CLEVELAND MIDDLE SCHOOL

11 Charles Street, Dorchester, MA 02122
Telephone: 825-9201

Principal: Frank R. Lyons

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
619	87[1]	206	42[2]	0	954

[1] Spanish

[2] (1) Learning/Adaptive Behavior; (1) Physically Handicapped; (1) Language; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
602 / 63	144 / 15	203 / 21	2 / 0	3 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 79.8% (+2.5)

Attendance Rank of School Within District 2/3

Attendance Rank of School Within System 16/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	38	26	30		40	26	32
# Students below 40th Percentile	118	152	133		107	158	148
# Students between 40-60th Percentile	58	50	47		81	48	40
# Students above 60th Percentile	45	33	36		35	28	28

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	9	1-3 years	3	# Teachers	66
# Assistant Principals	3	Bachelor + 15	10	4-6 years	7	Total Days Absent	844
# Assistant Principals (teaching)	0	Masters Degree	6	7-10 years	12	Average days per teacher	13
# Classroom teachers	66	Masters + 15	4	11-15 years	26	Sick days	680
# Guidance	2	Masters + 30	10	15+ years	18	All other reasons	164
# Teacher Aides	8	Masters + 45	18				
# Clerical/Secretarial	2	Doctorate	1				
# Librarians/Audio-Visual	1						

OLIVER WENDELL HOLMES MIDDLE SCHOOL

40 School Street, Dorchester, MA 02124
Telephone: 436-7318

Principal: Edward P. Mabardi

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
226	0	72	25[2]	59	382

[2] (2) Supportive Academic Remediation Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
257 / 67	94 / 25	28 / 7	3 / 1	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 84.9% (– 1.1)
Attendance Rank of School Within District: 1/3
Attendance Rank of School Within System: 2/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	58	44	40		62	44	34
# Students below 40th Percentile	39	35	42		39	36	50
# Students between 40-60th Percentile	33	28	20		30	22	19
# Students above 60th Percentile	67	17	23		69	21	15

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	9	1-3 years	3	# Teachers	25
# Assistant Principals	1	Bachelor + 15	7	4-6 years	8	Total Days Absent	266
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	6	Average days per teacher	10
# Classroom teachers	25	Masters + 15	2	11-15 years	4	Sick days	205
# Guidance	2	Masters + 30	1	15 + years	4	All other reasons	61
# Teacher Aides	2	Masters + 45	5				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

WOODROW WILSON MIDDLE SCHOOL

18 Croftland Avenue, Dorchester, MA 02124
Telephone: 288-4730

Principal: John Cunningham

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
504	0	153	51[2]	0	708

[2] (1) Supportive Academic Remediation Program; (2) Learning/Adaptive Behavior; (2) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
575 / 81	107 / 15	23 / 3	1 / 0	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 74 8% (+1 9)
Attendance Rank of School Within District 3/3
Attendance Rank of School Within System 17/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	42	26	36		36	23	26
# Students below 40th Percentile	80	102	101		93	113	134
# Students between 40-60th Percentile	57	36	41		65	32	41
# Students above 60th Percentile	39	19	47		18	11	16

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	17	1-3 years	3	# Teachers	53
# Assistant Principals	3	Bachelor + 15	5	4-6 years	11	Total Days Absent	747
# Assistant Principals (teaching)	0	Masters Degree	4	7-10 years	10	Average days per teacher	14
# Classroom teachers	53	Masters + 15	8	11-15 years	14	Sick days	548
# Guidance	2	Masters + 30	7	15 + years	15	All other reasons	199
# Teacher Aides	5	Masters + 45	11				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JEREMIAH E. BURKE HIGH SCHOOL

60 Washington Street, Dorchester, MA 02121
Telephone: 427-0240

Headmaster: Albert Holland

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
507	0	71	57[2]	0	635

[2] (3) Supportive Academic Remediation Program; (2) Learning/Adaptive Behavior, (2) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
520 / 82	62 / 10	51 / 8	1 / 0	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 71.0% (–4.1)
Attendance Rank of School Within District: 2/2
Attendance Rank of School Within System: 17/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	22	26	26		23	18	24
# Students below 40th Percentile	102	63	49		112	76	53
# Students between 40-60th Percentile	30	20	17		20	12	11
# Students above 60th Percentile	25	10	12		23	3	10

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	13	1-3 years	1	# Teachers	48
# Assistant Headmasters	5	Bachelor + 15	8	4-6 years	9	Total Days Absent	620
# Assistant Headmasters (teaching)	0	Masters Degree	5	7-10 years	13	Average days per teacher	13
# Classroom teachers	48	Masters + 15	5	11-15 years	16	Sick days	522
# Guidance	1	Masters + 30	5	15+ years	9	All other reasons	98
# Teacher Aides	8	Masters + 45	13				
# Clerical/Secretarial	2	Doctorate	0				
# Librarians/Audio-Visual	0						

DORCHESTER HIGH SCHOOL

9 Peacevale Road, Dorchester, MA 02124
Telephone: 436-2065

Headmaster: Stanley Swartz

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
503	71[1]	123	87[2]	66	850

[1] Spanish

[2] (4) Education and Social Development; (1) Multihandicapped; (3) Supportive Academic Remediation Program; Learning/Adaptive Behavior Cluster

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
625 / 74	117 / 14	106 / 12	2 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 77 3% (+3 6)
Attendance Rank of School Within District 1/2
Attendance Rank of School Within System 12/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	20	23	23		18	18	18
# Students below 40th Percentile	88	79	65		97	79	65
# Students between 40-60th Percentile	20	18	9		17	16	8
# Students above 60th Percentile	20	9	10		12	8	14

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	2	Bachelors degree	7	1-3 years	2	# Teachers	64
# Assistant Headmasters	3	Bachelor + 15	7	4-6 years	6	Total Days Absent	818
# Assistant Headmasters (teaching)	2	Masters Degree	7	7-10 years	18	Average days per teacher	13
# Classroom teachers	64	Masters + 15	8	11-15 years	15	Sick days	629
# Guidance	3	Masters + 30	12	15 + years	24	All other reasons	189
# Teacher Aides	10	Masters + 45	23				
# Clerical/Secretarial	3	Doctorate	3				
# Librarians/Audio-Visual	1						

District 5 Reading and Mathematics Achievement

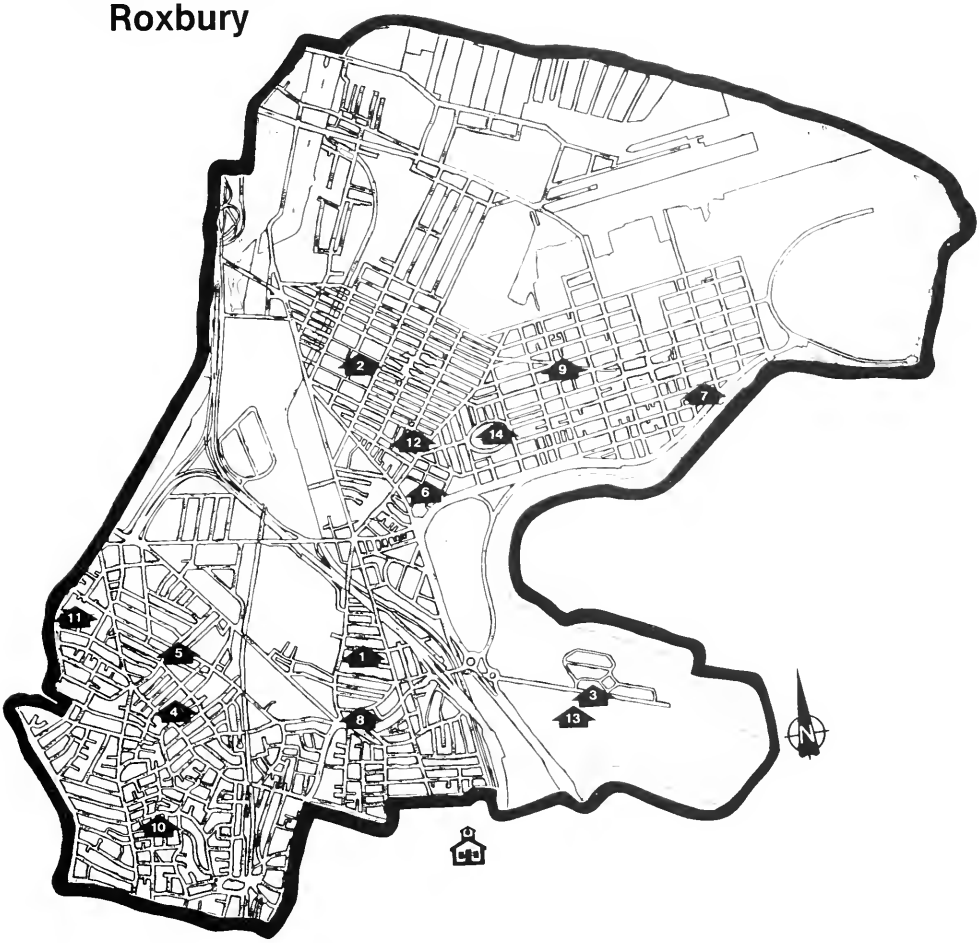
By Grade and Race

Grade	Race	Median Percentile Reading	Mathematics	Grade	Race	Median Percentile Reading	Mathematics
1	Black	36	34	6	Black	42	40
	White	40	42		White	56	50
	Hispanic	32	28		Hispanic	36	42
	Asian	28	56		Asian	88	77
	Indian	16	56		Indian	34	40
2	Black	42	36	7	Black	28	26
	White	46	46		White	42	44
	Hispanic	36	36		Hispanic	20	23
	Asian	38	94		Indian	28	26
	Indian	58	46				
3	Black	42	42	8	Black	32	28
	White	48	60		White	40	42
	Hispanic	34	36		Hispanic	32	32
	Asian	48	42		Asian	86	70
	Indian	52	66		Indian	86	94
4	Black	30	34	9	Black	16	18
	White	48	52		White	48	42
	Hispanic	26	26		Hispanic	20	18
	Asian	40	40		Asian	44	74
	Indian	88	98				
5	Black	36	42	10	Black	23	18
	White	50	56		White	36	26
	Hispanic	30	38		Hispanic	28	22
	Asian	30	68		Asian	4	32
	Indian	40	58				

11	Black	26	22
	White	11	64
	Hispanic	20	14

DISTRICT 6

Columbia Point
South Boston
Roxbury



1. CLAP
2. CONDON
3. DEVER
4. EMERSON
5. MASON
6. PERKINS
7. PERRY
8. RUSSELL
9. TYNAN
10. WINTHROP
11. DEARBORN
12. GAVIN
13. McCORMACK
14. SOUTH BOSTON HIGH

COMMUNITY DISTRICT OFFICE

Joseph McDonough, Community Superintendent
Campbell Resource Center
1216 Dorchester Avenue
Dorchester, Massachusetts 02125 282-3440

DISTRICT 6

District VI consists of one comprehensive high school, three middle schools and ten elementary schools. The district's 1982-83 population was 5,292 with 497 at the Kindergarten level, 2,375 at the Elementary, 1,513 at the Middle and 907 at the High School level. The makeup of the District by race was 39% Black, 39% White, 18% Hispanic, 3% Oriental and 1% American Indian. The district experienced its most harmonious year in the past decade in terms of safety and security and continues to make progress in bringing its students close to the national norms in reading and mathematics. The University of Massachusetts at Boston through its Institute for Teaching and Learning provides a plethora of program development assistance to all District VI schools.

South Boston High offers a liberal arts curriculum including both advanced and remedial classes. South Boston High is paired with the Federal Reserve Bank and the Gillette Company for work-study programs, career counseling, job placement and college financial aid assistance. Special programs include Commercial Foods, Chapter I Reading, School-Within-A-School, Work-Study, Marine Science and a Social Services program for students. All bilingual and substantially separate students are mainstreamed part of each day.

The district's three middle schools, Dearborn, Gavin and McCormack, offer a basic academic curriculum. All three offer the Re-CAP program. This is a Contractual Advancement Program for overaged students who have been retained in grade. It provides students with a second chance at continuing their education by allowing them to recapture lost years. Students agree to a set of conditions that if met, will advance them to the grade level which is closely representative of their age and psycho-social development. Re-CAP provides tutoring, S.S.A.T. preparation, adolescent counseling and student leadership training. In addition to academic offerings, the middle schools provide programs in Introductory Computer Education, Cultural Arts, Career Education, Home Economics, Pre-Vocational Industrial Arts, Music and Art. The McCormack School houses the district's Advanced Work/Academically Talented Program. Each school has an active Student Council and all students participate competitively in City-Wide Science, Oratorical and Spelling Contests.

Elementary school buildings range from the traditionally organized, self-contained classroom setup to modern cluster-type and open-space arrangements. Staff development activity has assisted teachers in the diagnosis and prescriptive techniques for working with problem readers. Each bilingual student in the district was evaluated by Language Assessment Teams for the purpose of appropriate placement. Each school in the district continues to emphasize cultural awareness programs. Some of the external agencies assisting in the multi-cultural programs are: Creative Education Associates, Strand Theatre, Children's Museum, Try-Arts and John F. Kennedy Library. District VI Schools have fared very well in the City-Wide Spanish Spelling Contest.

Area medical institutions provide diverse services to students and consultative services to staff. These institutions include: The New England Medical Center Mental Health Program, Boston City Hospital Adolescent Health Program, Columbia Point Health Program, Laboure Center, Boston University Dental Clinic, South Boston Health Clinic and the Uphams Corner Health Center.

Neighborhood and community agencies have also provided direct services to the schools. Some include West Broadway Multi-Service Center, Dorchester House, Lena Park Community Center, Alianza Hispana, Tri-Lateral Council, BASICS Alternative School, Freedom House, South Boston Boys Clubs and the Columbia Point Center.

Parents serve as tutors in all schools through a cooperative program with the University of Massachusetts' Institute of Teaching and Learning. Parental involvement within the bilingual community remains active through the district's Cape Verdean and Spanish Bilingual Field Coordinators.

ROGER CLAP ELEMENTARY SCHOOL

35 Harvest Street, Dorchester, MA 02125
Telephone: 436-8400

Principal: Ralph E.D'Angelo

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
159	0	27	0	0	186

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
57 / 31	94 / 51	31 / 17	1 / 1	3 / 2

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 90.6% (+2.0)
Attendance Rank of School Within District: 3/10
Attendance Rank of School Within System: 14/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	50	60	60	40	46		52	64	68	48	42
# Students below 40th Percentile	10	7	2	11	7		13	4	6	10	10
# Students between 40-60th Percentile	14	4	12	8	9		4	6	5	5	7
# Students above 60th Percentile	7	10	12	3	5		13	11	16	7	4

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	1	# Teachers	9
# Assistant Principals	0	Bachelor + 15	1	4-6 years	0	Total Days Absent	81
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	1	Average days per teacher	9
# Classroom teachers	9	Masters + 15	1	11-15 years	0	Sick days	44
# Guidance	0	Masters + 30	2	15+ years	7	All other reasons	37
# Teacher Aides	2	Masters + 45	0				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

JAMES F. CONDON ELEMENTARY SCHOOL

200 D Street, Boston, MA 02127
Telephone: 269-1000

Principal: Conelius P. Cronin

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
387	304[1]	59	79[2]	0	829

[1] Cape Verdean; Spanish

[2] (2) Developmental Day Care; Early Childhood Center; (1) Learning/Adaptive Behavior; (3) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
339 / 41	351 / 42	124 / 15	4 / 0	11 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 88.5% (+2.1)

Attendance Rank of School Within District: 6/10

Attendance Rank of School Within System: 28/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	44	70	52	44	44		46	68	56	48	52
# Students below 40th Percentile	28	8	26	35	30		35	13	25	29	29
# Students between 40-60th Percentile	18	14	18	14	27		12	15	12	12	21
# Students above 60th Percentile	20	41	24	21	13		28	38	32	28	20

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	9	1-3 years	6	# Teachers	47
# Assistant Principals	2	Bachelor + 15	6	4-6 years	5	Total Days Absent	647
# Assistant Principals (teaching)	0	Masters Degree	10	7-10 years	9	Average days per teacher	14
# Classroom teachers	47	Masters + 15	2	11-15 years	8	Sick days	493
# Guidance	0	Masters + 30	4	15+ years	19	All other reasons	154
# Teacher Aides	27	Masters + 45	9				
# Clerical/Secretarial	2	Doctorate	0				
# Librarians/Audio-Visual	0						

PAUL A. DEVER ELEMENTARY SCHOOL

325 Mt. Vernon Street, Dorchester, MA 02125
Telephone: 436-7375

Principal: Mary Sullivan

PROGRAM ENROLLMENT						
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Extended Day Program	Total
150	125[1]	71	41[2]	62	19	468

[1] Spanish

[2] (2) Language; (2) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
162 / 35	138 / 29	156 / 33	7 / 1	5 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 87.7% (+2.7)

Attendance Rank of School Within District: 8/10

Attendance Rank of School Within System: 34/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	80	60	40	54	58		38	80	66	70	68
# Students below 40th Percentile	8	14	20	17	12		32	7	10	14	11
# Students between 40-60th Percentile	9	8	11	17	18		10	10	9	11	13
# Students above 60th Percentile	40	21	11	27	27		20	25	23	35	33

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	4	# Teachers	28
# Assistant Principals	1	Bachelor + 15	4	4-6 years	2	Total Days Absent	272
# Assistant Principals (teaching)	0	Masters Degree	9	7-10 years	4	Average days per teacher	10
# Classroom teachers	28	Masters + 15	2	11-15 years	1	Sick days	211
# Guidance	0	Masters + 30	0	15+ years	17	All other reasons	61
# Teacher Aides	14	Masters + 45	5				
# Clerical/Secretarial	2	Doctorate	0				
# Librarians/Audio-Visual	0						

RALPH W. EMERSON ELEMENTARY SCHOOL

6 Shirley Street, Roxbury, MA 02119
Telephone: 427-2790

Principal: Bernice F. Johnson

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
136	60[1]	14	0	16	226

[1] Cape Verdean

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
138 / 61	29 / 13	49 / 22	0 / 0	10 / 4

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 92.7% (+4.2)
Attendance Rank of School Within District: 1/10
Attendance Rank of School Within System: 4/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	78	58	50	46	48		76	56	48	36	70
# Students below 40th Percentile	5	1	7	9	9		6	4	8	12	6
# Students between 40-60th Percentile	4	13	11	6	10		5	11	8	4	3
# Students above 60th Percentile	25	7	6	7	4		24	7	6	14	13

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	1	# Teachers	8
# Assistant Principals	0	Bachelor + 15	2	4-6 years	1	Total Days Absent	159
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	2	Average days per teacher	20
# Classroom teachers	8	Masters + 15	1	11-15 years	0	Sick days	101
# Guidance	0	Masters + 30	0	15 + years	6	All other reasons	58
# Teacher Aides	3	Masters + 45	1				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

SAMUEL W. MASON ELEMENTARY SCHOOL

150 Norfolk Avenue, Roxbury, MA 02119
Telephone: 445-2255

Principal: Philip A. Marino

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
70	0	31	0	51	152

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
68 / 45	66 / 43	18 / 12	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 89.1% (+3.6)
Attendance Rank of School Within District: 5/10
Attendance Rank of School Within System: 25/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	52	66	40	50	58		70	60	44	44	58
# Students below 40th Percentile	8	2	4	4	5		2	3	5	7	4
# Students between 40-60th Percentile	5	4	5	6	4		8	7	3	5	6
# Students above 60th Percentile	9	11	2	6	8		12	7	3	4	7

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	9
# Assistant Principals	0	Bachelor + 15	2	4-6 years	1	Total Days Absent	78
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	1	Average days per teacher	8
# Classroom teachers	9	Masters + 15	1	11-15 years	1	Sick days	59
# Guidance	0	Masters + 30	0	15+ years	7	All other reasons	19
# Teacher Aides	3	Masters + 45	1				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

MICHAEL J. PERKINS ELEMENTARY SCHOOL

50 Burke Street, South Boston, MA 02127
Telephone: 269-1959

Principal: Edward McHugh

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
134	0	40	5[2]	12	191

[2] (1) Supportive Academic Remediation Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
45 / 24	121 / 63	22 / 12	0 / 0	3 / 2

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 87.7% (+2.2)

Attendance Rank of School Within District: 9/10

Attendance Rank of School Within System: 34/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	68	70	44	50	34		80	80	56	70	32
# Students below 40th Percentile	10	1	10	3	11		2	0	9	0	13
# Students between 40-60th Percentile	6	5	12	8	4		10	4	6	7	3
# Students above 60th Percentile	20	12	3	8	4		24	13	12	12	3

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	2	Bachelors degree	0	1-3 years	0	# Teachers	10
# Assistant Principals	0	Bachelor + 15	1	4-6 years	0	Total Days Absent	163
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	1	Average days per teacher	16
# Classroom teachers	10	Masters + 15	0	11-15 years	5	Sick days	90
# Guidance	0	Masters + 30	3	15+ years	4	All other reasons	73
# Teacher Aides	3	Masters + 45	2				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

OLIVER H. PERRY ELEMENTARY SCHOOL

745 E. Seventh Street, South Boston, MA 02127
Telephone: 268-2994

Principal: Sally M. Gorham

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
67	0	17	23[2]	0	107

[2] (1) Supportive Academic Remediation Program; (1) Language; (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
35 / 33	64 / 60	8 / 7	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 84.6% (-4.9)
Attendance Rank of School Within District 10/10
Attendance Rank of School Within System 47/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		70	64	44	50		64	64	60	56	74
# Students below 40th Percentile		1	2	4	3		3	3	3	4	1
# Students between 40-60th Percentile		1	2	4	5		1	1	3	2	6
# Students above 60th Percentile		6	5	2	4		6	4	5	4	7

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	7
# Assistant Principals	0	Bachelor + 15	3	4-6 years	1	Total Days Absent	132
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	4	Average days per teacher	19
# Classroom teachers	7	Masters + 15	1	11-15 years	1	Sick days	98
# Guidance	0	Masters + 30	1	15 + years	3	All other reasons	34
# Teacher Aides	3	Masters + 45	1				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

WILLIAM E. RUSSELL ELEMENTARY SCHOOL

750 Columbia Road, Dorchester, MA 02124
Telephone: 265-7051

Principal: Archie J. Walsh

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
168	77[1]	34	0	49	328

[1] Spanish

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
94 / 29	90 / 27	142 / 43	1 / 0	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 89.4% (+2.7)
Attendance Rank of School Within District: 4/10
Attendance Rank of School Within System: 22/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	64	56	42	36	64		64	64	28	40	86
# Students below 40th Percentile	12	13	13	17	4		13	9	21	13	4
# Students between 40-60th Percentile	7	16	12	7	11		6	15	7	9	4
# Students above 60th Percentile	20	22	6	5	16		20	27	3	8	25

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	5	1-3 years	2	# Teachers	19
# Assistant Principals	0	Bachelor + 15	2	4-6 years	3	Total Days Absent	248
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	0	Average days per teacher	13
# Classroom teachers	19	Masters + 15	1	11-15 years	1	Sick days	206
# Guidance	0	Masters + 30	0	15+ years	14	All other reasons	42
# Teacher Aides	6	Masters + 45	4				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JOSEPH P. TYNAN ELEMENTARY SCHOOL

650 E. Fourth Street, South Boston, MA 02127
Telephone: 268-5316

Principal: Anne L. O'Neil

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
151	0	52	8[2]	0	211

[2] (1) Education and Social Development

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
73 / 35	127 / 60	10 / 5	1 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 91.2% (+7.5)
Attendance Rank of School Within District: 2/10
Attendance Rank of School Within System: 11/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		62	44	62	48		64	60	48	56	58
# Students below 40th Percentile		6	9	6	8		4	9	9	6	7
# Students between 40-60th Percentile		10	10	5	17		12	8	8	7	11
# Students above 60th Percentile		16	7	12	3		16	15	8	11	9

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	0	# Teachers	13
# Assistant Principals	0	Bachelor + 15	1	4-6 years	0	Total Days Absent	108
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	2	Average days per teacher	8
# Classroom teachers	13	Masters + 15	1	11-15 years	2	Sick days	75
# Guidance	0	Masters + 30	0	15 + years	10	All other reasons	33
# Teacher Aides	5	Masters + 45	6				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JOHN WINTHROP ELEMENTARY SCHOOL

35 Brookford Street, Dorchester, MA 02125
Telephone: 445-8660

Principal: Joseph T. Joyce

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
87	36[1]	27	22[2]	0	172

[1] Spanish

[2] (1) Supportive Academic Remediation Program; (1) Primary Transition Class — Bilingual

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
77 / 45	51 / 30	41 / 24	1 / 1	2 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 88.1% (+0.1)

Attendance Rank of School Within District: 7/10

Attendance Rank of School Within System: 30/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	72	46	42	44	60		80	72	26	40	60
# Students below 40th Percentile	4	7	5	3	3		6	3	12	5	2
# Students between 40-60th Percentile	4	4	8	5	8		2	4	4	4	11
# Students above 60th Percentile	14	5	4	3	9		14	9	2	2	7

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	9
# Assistant Principals	0	Bachelor + 15	0	4-6 years	3	Total Days Absent	121
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	1	Average days per teacher	13
# Classroom teachers	9	Masters + 15	2	11-15 years	0	Sick days	104
# Guidance	0	Masters + 30	0	15+ years	7	All other reasons	17
# Teacher Aides	4	Masters + 45	1				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

DEARBORN MIDDLE SCHOOL

35 Greenville Street, Roxbury, MA 02119
Telephone: 427-4524

Principal: Charles Ray

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
129	114[1]	63	39[2]	0	345

[1] Cape Verdean

[2] (1) Supportive Academic Remediation Program — Learning/Adaptive Behavior; (1) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior; (2) Learning Disabilities; (1) Learning Disabilities — Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
216 / 63	89 / 26	37 / 11	1 / 0	2 / 1

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 84.3% (+4.0)
Attendance Rank of School Within District: 1/3
Attendance Rank of School Within System: 9/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	38	28	38		62	30	32
# Students below 40th Percentile	23	36	31		6	34	34
# Students between 40-60th Percentile	5	9	14		17	12	8
# Students above 60th Percentile	17	10	8		24	8	10

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	2	Bachelors degree	6	1-3 years	2	# Teachers	30
# Assistant Principals	0	Bachelor + 15	7	4-6 years	4	Total Days Absent	284
# Assistant Principals (teaching)	0	Masters Degree	5	7-10 years	8	Average days per teacher	9
# Classroom teachers	30	Masters + 15	0	11-15 years	8	Sick days	240
# Guidance	0	Masters + 30	0	15 + years	8	All other reasons	44
# Teacher Aides	7	Masters + 45	6				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

PATRICK F. GAVIN MIDDLE SCHOOL

215 Dorchester Street, South Boston, MA 02127
Telephone: 269-1723

Principal: Joseph Lee

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
380	1	111	53[2]	0	545

[2] (3) Education and Social Development; (2) Supportive Academic Remediation Program; (1) Learning/ Adaptive Behavior; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
232 / 43	265 / 47	52 / 10	4 / 1	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 75.1% (+1.9)
Attendance Rank of School Within District: 2/3
Attendance Rank of School Within System: 18/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	46	38	46		44	34	34
# Students below 40th Percentile	47	76	54		43	90	76
# Students between 40-60th Percentile	37	38	42		55	34	34
# Students above 60th Percentile	36	35	43		23	25	22

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	5	# Teachers	42
# Assistant Principals	1	Bachelor + 15	4	4-6 years	1	Total Days Absent	528
# Assistant Principals (teaching)	0	Masters Degree	10	7-10 years	6	Average days per teacher	12
# Classroom teachers	42	Masters + 15	3	11-15 years	7	Sick days	386
# Guidance	1	Masters + 30	5	15+ years	23	All other reasons	142
# Teacher Aides	7	Masters + 45	10				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JOHN W. McCORMACK MIDDLE SCHOOL

315 Mt. Vernon Street, Dorchester, MA 02125
Telephone: 825-1949

Principal: Robert Martin

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
344	79[1]	120	27[2]	44	614

[1] Spanish

[2] (1) Supportive Academic Remediation Program; (1) Physically Handicapped; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
149 / 24	294 / 48	155 / 25	7 / 1	9 / 1

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 78.3% (+7.2)
Attendance Rank of School Within District 3/3
Attendance Rank of School Within System 20/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	42	36	40		48	38	38
# Students below 40th Percentile	75	77	60		64	77	61
# Students between 40-60th Percentile	44	43	28		45	43	25
# Students above 60th Percentile	49	23	32		59	27	35

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	10	1-3 years	0	# Teachers	44
# Assistant Principals	2	Bachelor + 15	9	4-6 years	6	Total Days Absent	540
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	9	Average days per teacher	12
# Classroom teachers	44	Masters + 15	3	11-15 years	16	Sick days	354
# Guidance	2	Masters + 30	6	15+ years	13	All other reasons	186
# Teacher Aides	6	Masters + 45	8				
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	1	No lane posted	1				

SOUTH BOSTON HIGH SCHOOL

95 G Street, South Boston, MA 02127
Telephone: 268-2751

Headmaster: Jerome C. Winegar

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
583	152[1]	108	37[2]	0	880

[1] Cambodian; Spanish

[2] (1) Education and Social Development; (1) Supportive Academic Remediation Program; (1) Learning/ Adaptive Behavior; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
369 / 42	272 / 31	120 / 14	108 / 12	11 / 1

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 72.9% (+7.2)
Attendance Rank of School Within District: Not Applicable
Attendance Rank of School Within System: 16/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	28	22	23		26	28	18
# Students below 40th Percentile	110	79	56		109	66	73
# Students between 40-60th Percentile	33	16	16		34	18	16
# Students above 60th Percentile	29	14	9		21	13	5

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	21	1-3 years	6	# Teachers	61
# Assistant Headmasters	0	Bachelor + 15	7	4-6 years	14	Total Days Absent	795
# Assistant Headmasters (teaching)	0	Masters Degree	8	7-10 years	15	Average days per teacher	13
# Classroom teachers	61	Masters + 15	8	11-15 years	18	Sick days	622
# Guidance	5	Masters + 30	7	15+ years	14	All other reasons	173
# Teacher Aides	6	Masters + 45	15				
# Clerical/Secretarial	4	Doctorate	1				
# Librarians/Audio-Visual	1						

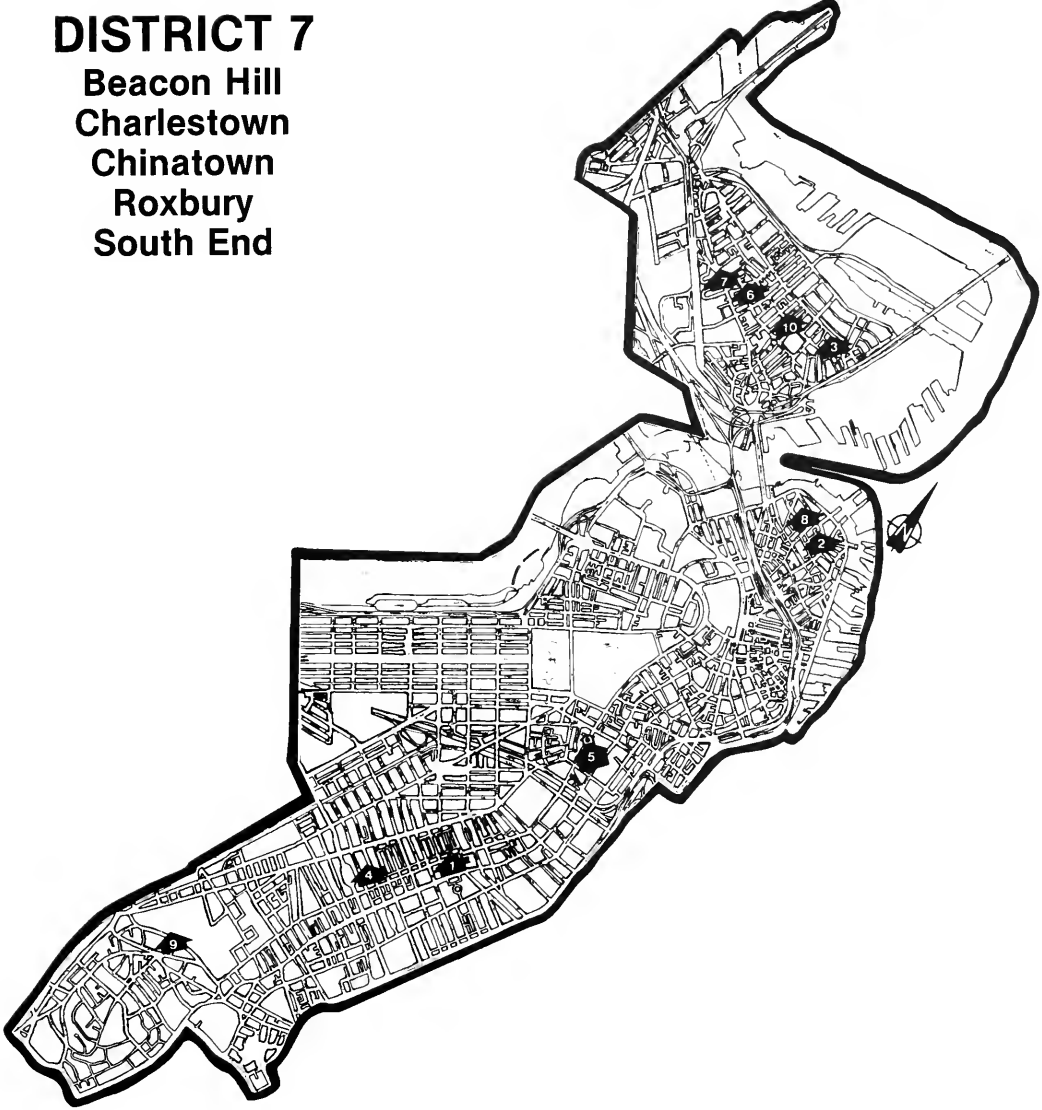
District 6 Reading and Mathematics Achievement

By Grade and Race

Grade	Race	Median Percentile Reading	Mathematics	Grade	Race	Median Percentile Reading	Mathematics
1	Black	60	56	6	Black	42	44
	White	66	64		White	48	54
	Hispanic	64	56		Hispanic	38	40
	Asian	78	89		Asian	58	34
	Indian	40	64		Indian	48	50
2	Black	62	60	7	Black	34	23
	White	66	76		White	42	42
	Hispanic	50	56		Hispanic	22	26
	Asian	32	96		Asian	50	80
	Indian	56	80		Indian	36	34
3	Black	42	48	8	Black	38	32
	White	52	56		White	50	42
	Hispanic	46	42		Hispanic	20	28
	Asian	30	88		Asian	32	90
	Indian	50	96		Indian	70	78
4	Black	46	44	9	Black	26	26
	White	50	56		White	42	26
	Hispanic	38	36		Hispanic	10	18
	Asian	82	70		Asian	22	54
	Indian	44	76		Indian	36	46
5	Black	48	58	10	Black	20	22
	White	50	60		White	30	28
	Hispanic	44	56		Hispanic	42	36
	Asian	68	86		Asian	26	16
	Indian	60	68		Indian	20	14
11	Black	18	11				
	White	36	24				
	Hispanic	30	22				

DISTRICT 7

Beacon Hill
Charlestown
Chinatown
Roxbury
South End



COMMUNITY DISTRICT OFFICE

John McGourty, Community Superintendent
Quincy Elementary School
885 Washington Street
Boston, MA 02111 426-5552

1. BLACKSTONE
2. ELIOT
3. HARVARD-KENT
4. HURLEY
5. QUINCY
6. WARREN-PRESCOTT
7. EDWARDS
8. MICHELANGELO
9. TIMILTY
10. CHARLESTOWN HIGH

DISTRICT 7

District VII consists of one comprehensive district high school, three middle schools, and six elementary schools. The district's 1982-83 student population was 4,814 with 450 at the Kindergarten level, 2,262 at the Elementary level, 1,116 at the Middle level, and 940 at the High School level. Its schools service a very heterogeneous and cosmopolitan population from Chinatown, Spanish populated South End, the North End, Charlestown and Roxbury. The makeup of the District by race was 38% Black, 17% White, 21% Hispanic, 24% Oriental, and a total of 6 American Indian students.

Charlestown High School is a comprehensive district school offering courses in both college and business preparatory programs. Program support is provided by Liberty Mutual Insurance Company, and Bunker Hill Community College. It services Special Needs students through an Occupational Skills Development Center with food services, office and building maintenance, and business skills. The school services a large bilingual program for Hispanic and Asian-American students. A Language Lab provides for integrating bilingual students through an Occupational Skills Development Center with food services, office and building maintenance, and business skills. The school services a large bilingual program for Hispanic during 1982-83. Also in 1982-83 the tardy rate has decreased and the student attendance rate has improved greatly.

The district's middle schools emphasize the basic skills in a traditional setting. Each receives program assistance from Northeastern University with the development and implementation of a Multi-Ethnic Social Sciences Curriculum being a major activity of this collaborative. The Michelangelo Middle School participates in the Boston School Improvement Project. The Timilty Middle School participates in the School Based Management Project. The Timilty Middle School has stimulated the school's learning climate by sponsoring school-wide participation through writing, spelling, oratorical and science contests and a Multi-Cultural Day. Timilty sixth-graders participate in a six-week study of the architecture, people and history of Boston's neighborhoods. At the Edwards Middle School, Project Primus is an advanced learning situation featuring accelerated courses and computer science. The Ramon de los Reges Spanish Dance Program and The Artist-in-Residence Program are school-based programs at the Edwards.

The district's elementary schools are as diverse as the district's population and neighborhoods. The Blackstone Elementary School is an open-space school, divided into five houses providing team teaching. The Harvard-Kent School is a large, modern school with largely open-space learning areas. The Josiah Quincy facility includes two swimming pools and a rooftop playground. It participates in the School Based Management Project and is a model school for community use. The Warren-Prescott, Hurley, and Eliot Schools are traditional, self-contained classroom buildings. Four of the six elementary schools have substantial numbers of bilingual students.

Program and curricula services and overall support to the elementary schools are provided by a number of cultural, academic and community agencies—Creative Education Associates, Spanish Dance Theatre, New England Aquarium, China Trade Museum, Little Flags Theatre, School Volunteers for Boston, Inquilinos Boricuas En Accion, Thompson Island Education Center, Opera Company of Boston, South End Art Center, and Northeastern University.

The District VII Middle Schools and High School have been involved in computer programs. These computer labs will be extended to all of the District VII Elementary Schools through the collaborative program with Northeastern University.

BLACKSTONE ELEMENTARY SCHOOL

380 Shawmut Avenue, Boston, MA 02118
Telephone: 267-7050

Principal: Thomas E. Clegg

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
302	231[1]	75	37[2]	78	723

[1] Spanish

[2] (2) Learning Disabilities; Early Childhood Center

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
287 / 40	62 / 9	349 / 48	24 / 3	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 89.9% (+1.7)

Attendance Rank of School Within District 4/6

Attendance Rank of School Within System 18/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	24	44	36	22	30		34	24	38	30	42
# Students below 40th Percentile	55	26	25	51	36		48	32	26	37	26
# Students between 40-60th Percentile	19	19	10	7	11		22	16	10	12	15
# Students above 60th Percentile	12	11	13	4	6		17	9	12	12	12

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	9	1-3 years	5	# Teachers	40
# Assistant Principals	2	Bachelor + 15	7	4-6 years	6	Total Days Absent	620
# Assistant Principals (teaching)	0	Masters Degree	4	7-10 years	7	Average days per teacher	15
# Classroom teachers	40	Masters + 15	1	11-15 years	6	Sick days	556
# Guidance	0	Masters + 30	4	15 + years	17	All other reasons	64
# Teacher Aides	19	Masters + 45	8				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	1						

ELIOT ELEMENTARY SCHOOL

1 Charter Street, Boston, MA 02113
Telephone: 227-6595

Principal: Marion J. Fahey

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
123	0	28	14[2]	17	182

[2] (1) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
85 / 47	24 / 13	55 / 30	18 / 10	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83. 87.4% (+0.8)

Attendance Rank of School Within District. 6/6

Attendance Rank of School Within System: 37/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		52	58	26	40		64	50	72	36	46
# Students below 40th Percentile		9	5	20	14		1	7	8	15	14
# Students between 40-60th Percentile		7	9	7	12		11	8	4	10	8
# Students above 60th Percentile		8	10	2	4		13	9	12	4	9

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	11
# Assistant Principals	0	Bachelor + 15	0	4-6 years	0	Total Days Absent	158
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	1	Average days per teacher	14
# Classroom teachers	11	Masters + 15	0	11-15 years	1	Sick days	147
# Guidance	0	Masters + 30	1	15+ years	9	All other reasons	11
# Teacher Aides	3	Masters + 45	7				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

HARVARD-KENT ELEMENTARY SCHOOL

50 Bunker Hill Street, Charlestown, MA 02129
Telephone: 242-5303

Principal: Joseph McCaffrey

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
194	148[1]	37	56[2]	0	435

[1] Chinese

[2] (1) Developmental Day Care; Learning/Adaptive Behavior Cluster; (1) Learning Disabilities, (1) Language

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
123 / 28	101 / 23	22 / 5	188 / 43	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 92.6 (+0.8)
Attendance Rank of School Within District: 1/6
Attendance Rank of School Within System: 5/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	56	86	52	34	46		52	84	56	66	68
# Students below 40th Percentile	9	4	10	24	18		13	0	7	11	9
# Students between 40-60th Percentile	14	1	12	8	18		17	7	16	7	10
# Students above 60th Percentile	16	18	13	8	11		16	16	17	20	29

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	8	1-3 years	6	# Teachers	28
# Assistant Principals	1	Bachelor + 15	0	4-6 years	4	Total Days Absent	313
# Assistant Principals (teaching)	0	Masters Degree	4	7-10 years	2	Average days per teacher	11
# Classroom teachers	28	Masters + 15	4	11-15 years	4	Sick days	246
# Guidance	0	Masters + 30	4	15 + years	12	All other reasons	67
# Teacher Aides	16	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	0						

JOSEPH J. HURLEY ELEMENTARY SCHOOL

70 Worcester Street, Boston, MA 02118
Telephone: 536-2566

Principal: Ann E. Garvin

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
215	82[1]	45	0	0	342

[1] Spanish

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
175 / 51	38 / 11	126 / 37	2 / 1	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 88.5% (+0.7)

Attendance Rank of School Within District 5/6

Attendance Rank of School Within System 28/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	32	32	34	23	36		18	8	26	28	58
# Students below 40th Percentile	48	23	22	35	18		61	24	22	29	8
# Students between 40-60th Percentile	15	2	11	5	10		13	3	9	9	10
# Students above 60th Percentile	12	5	3	4	5		3	3	3	7	13

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	5	1-3 years	1	# Teachers	19
# Assistant Headmasters	0	Bachelor + 15	1	4-6 years	5	Total Days Absent	311
# Assistant Headmasters (teaching)	0	Masters Degree	3	7-10 years	1	Average days per teacher	16
# Classroom teachers	19	Masters + 15	2	11-15 years	2	Sick days	257
# Guidance	0	Masters + 30	3	15+ years	12	All other reasons	54
# Teacher Aides	8	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JOSIAH QUINCY ELEMENTARY SCHOOL

885 Washington Street, Boston, MA 02111
Telephone: 426-3514

Principal: Charles Gibbons

PROGRAM ENROLLMENT						
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Extended Day Program	Total
231	215[1]	42	46[2]	82	25	641

[1] Chinese

[2] (1) Primary Language; (1) Supportive Academic Remediation Program; (2) Physically Handicapped

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
221 / 34	85 / 13	38 / 6	297 / 46	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 92.1% (+0.3)

Attendance Rank of School Within District 2/6

Attendance Rank of School Within System 8/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	74	56	36	50	62		76	50	38	62	70
# Students below 40th Percentile	9	13	30	41	22		9	14	30	37	27
# Students between 40-60th Percentile	9	15	12	14	17		4	19	7	14	9
# Students above 60th Percentile	23	18	13	47	41		27	17	22	51	46

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	7	1-3 years	2	# Teachers	30
# Assistant Principals	1	Bachelor + 15	5	4-6 years	1	Total Days Absent	373
# Assistant Principals (teaching)	0	Masters Degree	5	7-10 years	10	Average days per teacher	12
# Classroom teachers	30	Masters + 15	2	11-15 years	0	Sick days	259
# Guidance	0	Masters + 30	6	15+ years	18	All other reasons	114
# Teacher Aides	17	Masters + 45	4				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

WARREN-PRESCOTT ELEMENTARY SCHOOL

50 School Street, Charlestown, MA 02129
Telephone: 242-5486

Principal: Marily R. Kiely

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
329	0	27	7[2]	14	377

[2] (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
97 / 26	130 / 34	12 / 3	138 / 37	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 90.4% (+1.1)
Attendance Rank of School Within District 3/6
Attendance Rank of School Within System. 15/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	76	52	44	44	38		64	68	62	48	60
# Students below 40th Percentile	18	8	19	18	24		26	10	12	16	10
# Students between 40-60th Percentile	15	20	19	11	7		19	11	9	10	13
# Students above 60th Percentile	62	18	14	12	14		52	25	30	14	22

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	5	1-3 years	1	# Teachers	17
# Assistant Principals	0	Bachelor + 15	4	4-6 years	0	Total Days Absent	143
# Assistant Principals (teaching)	0	Masters Degree	4	7-10 years	1	Average days per teacher	8
# Classroom teachers	17	Masters + 15	2	11-15 years	4	Sick days	112
# Guidance	0	Masters + 30	0	15+ years	11	All other reasons	31
# Teacher Aides	5	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

CLARENCE R. EDWARDS MIDDLE SCHOOL

28 Walker Street, Charlestown, MA 02129
Telephone: 242-0779

Principal: Gregory Thomas

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
312	109[1]	71	16[2]	0	508

[1] Chinese

[2] (1) Learning Disabilities; (1) Supportive Academic Remediation Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
144 / 28	99 / 19	89 / 18	176 / 35	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 84.0% (+2.1)
Attendance Rank of School Within District 1/3
Attendance Rank of School Within System 6/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	38	40	46		42	38	34
# Students below 40th Percentile	75	45	45		67	45	53
# Students between 40-60th Percentile	33	28	28		49	26	27
# Students above 60th Percentile	37	19	29		33	18	20

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	2	Bachelors degree	9	1-3 years	2	# Teachers	34
# Assistant Principals	0	Bachelor + 15	4	4-6 years	10	Total Days Absent	662
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	3	Average days per teacher	19
# Classroom teachers	34	Masters + 15	0	11-15 years	5	Sick days	557
# Guidance	1	Masters + 30	7	15+ years	14	All other reasons	105
# Teacher Aides	3	Masters + 45	6				
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	0						

MICHELANGELO MIDDLE SCHOOL

70 Charter Street, Boston, MA 02113
Telephone: 227-1897

Principal: William T. Abbott

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
148	0	54	21[2]	0	223

[2] (1) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
102 / 46	32 / 14	42 / 19	47 / 21	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 80.3% (−0.3)
Attendance Rank of School Within District: 2/3
Attendance Rank of School Within System: 8/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	42	34	40		54	42	34
# Students below 40th Percentile	32	39	24		23	31	27
# Students between 40-60th Percentile	16	16	9		19	17	6
# Students above 60th Percentile	20	7	16		27	14	16

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	16
# Assistant Principals	1	Bachelor + 15	4	4-6 years	1	Total Days Absent	169
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	2	Average days per teacher	10
# Classroom teachers	16	Masters + 15	2	11-15 years	5	Sick days	143
# Guidance	1	Masters + 30	0	15+ years	8	All other reasons	26
# Teacher Aides	1	Masters + 45	5				
# Clerical/Secretarial	1	Doctorate	1				
# Librarians/Audio-Visual	0						

JAMES P. TIMILTY MIDDLE SCHOOL

205 Roxbury Street, Roxbury, MA 02119
Telephone: 445-3114

Principal: Curtis D. Wells

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
163	92[1]	84	43[2]	45	427

[1] Spanish

[2] (1) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior: (1) Learning Disabilities; (1) Learning Disabilities Bilingual

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
226 / 53	49 / 11	132 / 31	19 / 4	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 81.1% (+0.8)
Attendance Rank of School Within District: 3/3
Attendance Rank of School Within System: 9/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	58	32	46		54	26	32
# Students below 40th Percentile	34	65	25		27	59	35
# Students between 40-60th Percentile	21	23	16		34	23	16
# Students above 60th Percentile	49	8	20		44	10	9

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	10	1-3 years	2	# Teachers	32
# Assistant Principals	2	Bachelor + 15	3	4-6 years	4	Total Days Absent	319
# Assistant Principals (teaching)	0	Masters Degree	6	7-10 years	12	Average days per teacher	10
# Classroom teachers	32	Masters + 15	4	11-15 years	6	Sick days	258
# Guidance	1	Masters + 30	3	15+ years	7	All other reasons	61
# Teacher Aides	4	Masters + 45	6				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

CHARLESTOWN HIGH SCHOOL

240 Medford Street, Charlestown, MA 02129
Telephone: 242-1450

Headmaster: Robert F. Murphy

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
455	289[1]	107	77[2]	0	928

[1] Chinese

[2] (5) Education and Social Development; (2) Multihandicapped; (1) Learning/Adaptive Behavior; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
329 / 35	198 / 21	129 / 14	270 / 29	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 80.2% (+6.2)

Attendance Rank of School Within District: Not Applicable

Attendance Rank of School Within System: 7/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	22	22	26		14	22	11
# Students below 40th Percentile	82	93	48		92	89	61
# Students between 40-60th Percentile	19	15	17		7	23	4
# Students above 60th Percentile	8	13	4		9	10	4

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	2	Bachelors degree	19	1-3 years	9	# Teachers	62
# Assistant Headmasters	4	Bachelor + 15	5	4-6 years	12	Total Days Absent	760
# Assistant Headmasters (teaching)	0	Masters Degree	7	7-10 years	11	Average days per teacher	12
# Classroom teachers	62	Masters + 15	5	11-15 years	12	Sick days	547
# Guidance	2	Masters + 30	11	15 + years	19	All other reasons	213
# Teacher Aides	13	Masters + 45	14				
# Clerical/Secretarial	2	Doctorate	1				
# Librarians/Audio-Visual	1						

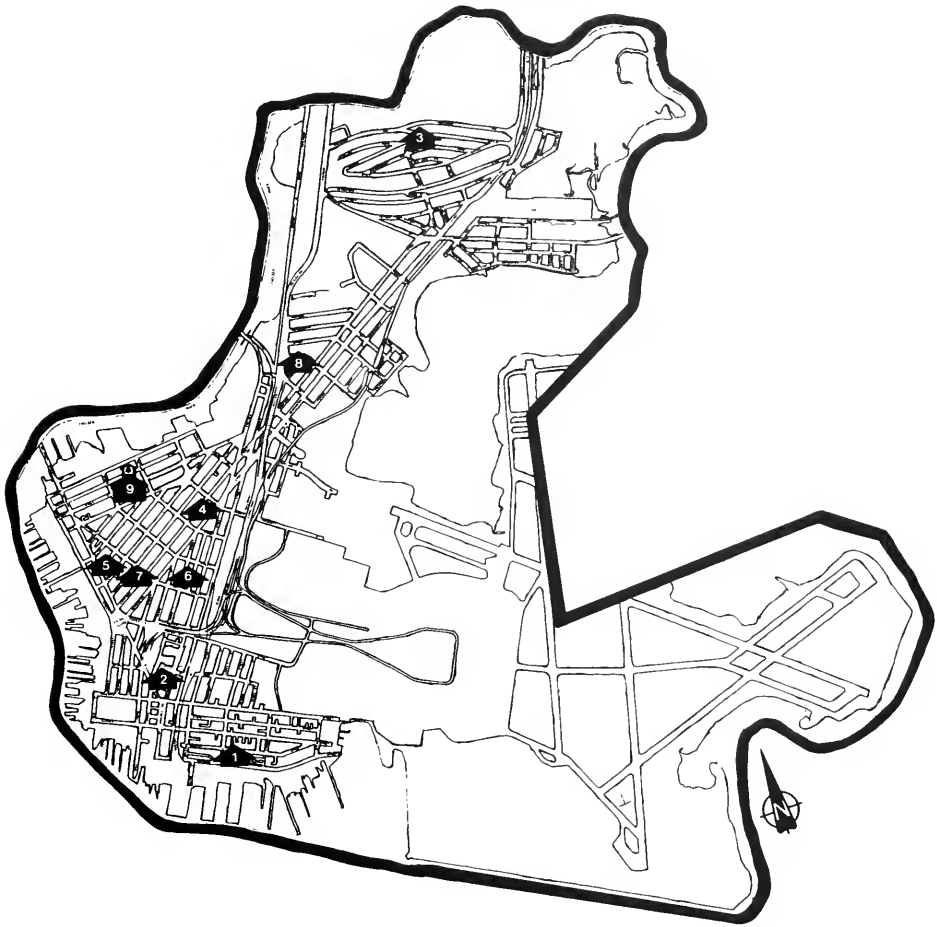
District 7 Reading and Mathematics Achievement

By Grade and Race

Grade	Race	Median Percentile Reading	Median Percentile Mathematics	Grade	Race	Median Percentile Reading	Median Percentile Mathematics
1	Black	40	38	6	Black	38	42
	White	62	52		White	56	48
	Hispanic	28	38		Hispanic	30	30
	Asian	76	74		Asian	66	82
					Indian	74	28
2	Black	48	44	7	Black	32	26
	White	62	56		White	40	48
	Hispanic	36	36		Hispanic	26	26
	Asian	52	80		Asian	46	62
3	Black	34	28	8	Black	44	32
	White	60	66		White	62	34
	Hispanic	40	44		Hispanic	28	16
	Asian	44	68		Asian	56	62
					Indian	46	
4	Black	30	34	9	Black	10	8
	White	50	56		White	30	16
	Hispanic	18	28		Hispanic	26	16
	Asian	54	70		Asian	42	60
					Indian	30	6
5	Black	40	46	10	Black	20	18
	White	54	64		White	30	28
	Hispanic	32	42		Hispanic	18	18
	Asian	44	82		Asian	16	66

11	Black	20	11
	White	36	8
	Hispanic	20	14
	Asian	26	50
	Indian	22	28

DISTRICT 8
East Boston



COMMUNITY DISTRICT OFFICE

Peter Ingeneri, Community Superintendent
East Boston High School
86 White Street
East Boston, MA 02128 569-2959

1. ADAMS
2. ALIGHIERI
3. BRADLEY
4. P. KENNEDY
5. O'DONNELL
6. OTIS
7. BARNES
8. CHEVERUS
9. EAST BOSTON HIGH

DISTRICT 8

District VIII consists of one comprehensive high school, two middle schools and six elementary schools. The District's 1982-83 student population was 3,110, with 248 at the Kindergarten level, 1,034 at the Elementary level, 794 at the Middle School level and 1,034 at the High School level.

Although the District was not included in the busing component of the 1974 Federal Court Desegregation order, it is subject to the same student assignment and transfer as well as the same staffing regulations as every other District. The District is both racially and geographically isolated, but has growing Hispanic and South East Asian populations. The racial breakdown of District VIII school enrollment during the 1982-83 school year was 10% Black, 81% White, 6% Hispanic, 2% Oriental and 1% American Indian.

East Boston High offers a comprehensive curriculum that includes a Business Magnet Program, a General Business Education Program, an Italian Bilingual Program, a College-Preparatory Program, a Vocational Education (Machine Shop) Program, and a Reading Lab. There are also Work Study and Flexible Campus Programs, and an expanding Computer Education Program. The Massachusetts Port Authority is the high school's business partner and provides considerable tangible support. Concentrated courses in Word Processing and Computer Programming are being developed.

The Barnes Middle is organized into interdisciplinary clusters by grade level for core subject instruction. It has an excellent Career Preparation Program and a Bilingual Cluster Program serving Italian, Hispanic and Portuguese students. It has an after school sports program and participates in the Historical Neighborhoods Project and the Boston School Improvement Project.

The Cheverus Middle School offers the traditional middle school curriculum supplemented by home economics, career education and creative writing. It also participates in the Historical Neighborhoods Project. Both the Barnes and Cheverus have active student councils.

The district's elementary schools are all traditionally structured schools with self-contained classrooms. The basic skills curriculum is enhanced by music, arts, and science activities, supported by affiliations with Emerson College, the Museum of Science, New England Aquarium, Creative Education Associates and the Boston Opera Company.

In addition, the Otis School has a Bilingual Cluster that serves Italian, Hispanic, and Portuguese students. Two of the District's schools are involved in the School Improvement and School Based Management Programs, and a third is an associate member of the School Based Management Program.

SAMUEL ADAMS ELEMENTARY SCHOOL

165 Webster Street, East Boston, MA 02128
Telephone: 567-1328

Principal: William Wright

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
97	0	33	28[2]	46	204

[2] (1) Primary Language; (2) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
10 / 5	177 / 87	12 / 6	4 / 2	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 89.3% (–0.7)
Attendance Rank of School Within District 5/6
Attendance Rank of School Within System 23/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		40	56	32	46		74	64	78	52	46
# Students below 40th Percentile		8	4	13	11		5	2	1	9	8
# Students between 40-60th Percentile		7	7	2	5		5	6	2	2	10
# Students above 60th Percentile		2	7	4	6		11	9	15	8	4

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	11
# Assistant Principals	0	Bachelor + 15	3	4-6 years	1	Total Days Absent	145
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	1	Average days per teacher	13
# Classroom teachers	11	Masters + 15	3	11-15 years	2	Sick days	87
# Guidance	0	Masters + 30	0	15+ years	8	All other reasons	58
# Teacher Aides	5	Masters + 45	0				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

DANTE ALIGHIERI ELEMENTARY SCHOOL

37 Grove Street, East Boston, MA 02128
Telephone: 569-1027

Principal: Jacob Santamaria

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
117	0	19	0	0	136

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
5 / 4	113 / 83	13 / 10	3 / 2	2 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 91.0% (+3.2)

Attendance Rank of School Within District: 4/6

Attendance Rank of School Within System: 12/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	78	32	40	24	38		96	36	42	34	34
# Students below 40th Percentile	0	12	8	16	12		1	12	8	15	11
# Students between 40-60th Percentile	2	5	6	3	4		1	4	6	5	3
# Students above 60th Percentile	25	3	3	3	3		28	4	3	2	4

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	0	1-3 years	0	# Teachers	7
# Assistant Principals	0	Bachelor + 15	0	4-6 years	0	Total Days Absent	55
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	0	Average days per teacher	8
# Classroom teachers	7	Masters + 15	0	11-15 years	2	Sick days	21
# Guidance	0	Masters + 30	3	15+ years	6	All other reasons	34
# Teacher Aides	3	Masters + 45	1				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

MANASSAH E. BRADLEY ELEMENTARY SCHOOL

110 Beachview Road, East Boston, MA 02128
Telephone: 567-5583

Principal: Louis E. Tobasky

PROGRAM ENROLLMENT					
Regular Population	Mainstream	Substantially Separate	Advanced Work Class	Extended Day Program	Total
101	36	22[2]	36	26	221

[2] (1) Supportive Academic Remediation Program; Early Childhood Center

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
9 / 4	190 / 86	14 / 6	7 / 3	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 88.5% (-0.2)

Attendance Rank of School Within District: 6/6

Attendance Rank of School Within System: 28/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	76	66	70	46	52		46	60	76	52	48
# Students below 40th Percentile	9	1	2	16	17		12	3	1	12	19
# Students between 40-60th Percentile	4	8	7	9	6		10	8	6	9	12
# Students above 60th Percentile	18	11	18	13	19		9	9	21	17	12

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	0	# Teachers	14
# Assistant Principals	0	Bachelor + 15	3	4-6 years	2	Total Days Absent	190
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	0	Average days per teacher	13
# Classroom teachers	14	Masters + 15	1	11-15 years	4	Sick days	132
# Guidance	0	Masters + 30	3	15 + years	9	All other reasons	58
# Teacher Aides	6	Masters + 45	3				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

PATRICK J. KENNEDY ELEMENTARY SCHOOL

343 Saratoga Street, East Boston, MA 02128
Telephone: 569-2681

Principal: Libby L. Chiu

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
152	0	29	0	0	182

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
0 / 0	172 / 95	2 / 1	6 / 3	2 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 91.3% (+0.8)

Attendance Rank of School Within District: 3/6

Attendance Rank of School Within System: 10/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	58	44	50	48	38		46	50	52	48	46
# Students below 40th Percentile	8	12	7	10	16		16	9	8	10	14
# Students between 40-60th Percentile	14	9	7	6	9		11	8	6	8	11
# Students above 60th Percentile	18	7	6	6	5		12	10	6	4	6

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	0	# Teachers	7
# Assistant Principals	0	Bachelor + 15	1	4-6 years	1	Total Days Absent	48
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	1	Average days per teacher	7
# Classroom teachers	7	Masters + 15	4	11-15 years	2	Sick days	39
# Guidance	0	Masters + 30	1	15+ years	4	All other reasons	9
# Teacher Aides	2	Masters + 45	0				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

HUGH R. O'DONNELL ELEMENTARY SCHOOL

33 Trenton Street, East Boston, MA 02128
Telephone: 569-4072

Principal: John T. Prince

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
194	0	44	0	0	238

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
4 / 2	216 / 91	11 / 5	5 / 2	2 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 92.9% (+0.4)

Attendance Rank of School Within District 1/6

Attendance Rank of School Within System 3/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	52	58	48	38	42		56	76	72	56	42
# Students below 40th Percentile	14	10	12	25	13		7	7	4	15	12
# Students between 40-60th Percentile	14	7	12	8	12		20	3	9	9	8
# Students above 60th Percentile	19	13	12	11	3		19	20	22	20	8

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	13
# Assistant Principals	0	Bachelor + 15	2	4-6 years	0	Total Days Absent	181
# Assistant Principals (teaching)	0	Masters Degree	6	7-10 years	0	Average days per teacher	14
# Classroom teachers	13	Masters + 15	0	11-15 years	2	Sick days	120
# Guidance	0	Masters + 30	1	15 + years	11	All other reasons	61
# Teacher Aides	2	Masters + 45	1				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

JAMES OTIS ELEMENTARY SCHOOL

218 Marion Street, East Boston, MA 02128
Telephone: 567-1409

Principal: Philip Matthews

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
60	171[1]	50	5[2]	0	286

[1] Italian; Spanish; Portuguese

[2] (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
27 / 9	208 / 73	48 / 17	2 / 1	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 92.7% (+2.1)

Attendance Rank of School Within District: 2/6

Attendance Rank of School Within System: 4/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	52	66	40	58	72		60	76	86	66	82
# Students below 40th Percentile	2	2	10	5	2		4	1	3	2	0
# Students between 40-60th Percentile	17	3	6	4	4		12	4	5	4	1
# Students above 60th Percentile	8	8	5	7	7		11	9	13	10	12

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	7	1-3 years	5	# Teachers	18
# Assistant Principals	0	Bachelor + 15	2	4-6 years	3	Total Days Absent	190
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	6	Average days per teacher	10
# Classroom teachers	18	Masters + 15	1	11-15 years	4	Sick days	133
# Guidance	0	Masters + 30	4	15+ years	4	All other reasons	57
# Teacher Aides	5	Masters + 45	2				
# Clerical/Secretarial	0	Doctorate	0				
# Librarians/Audio-Visual	0						

JOSEPH H. BARNES MIDDLE SCHOOL

127 Marion Street, East Boston, MA 02128
Telephone: 569-1343

Principal: John T. Daley

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
365	122[1]	137	8[2]	23	655

[1] Italian; Spanish; Portuguese

[2] (1) Supportive Academic Remediation Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
19 / 3	572 / 87	57 / 9	3 / 0	4 / 1

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 83.4% (+3.8)
Attendance Rank of School Within District 2/2
Attendance Rank of School Within System 10/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	56	46	48		64	44	50
# Students below 40th Percentile	38	53	58		30	59	55
# Students between 40-60th Percentile	51	54	43		42	36	42
# Students above 60th Percentile	66	35	49		84	45	48

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	7	1-3 years	4	# Teachers	44
# Assistant Principals	2	Bachelor + 15	5	4-6 years	4	Total Days Absent	612
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	6	Average days per teacher	14
# Classroom teachers	44	Masters + 15	3	11-15 years	10	Sick days	495
# Guidance	2	Masters + 30	10	15+ years	20	All other reasons	117
# Teacher Aides	3	Masters + 45	10				
# Clerical/Secretarial	3	Doctorate	2				
# Librarians/Audio-Visual	1						

JOHN CHEVRUS MIDDLE SCHOOL

10 Moore Street, East Boston, MA 02128
Telephone: 567-2984

Principal: Robert T. Conway

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
94	0	36	8[2]	0	138

(Note: Building houses one (1) Kindergarten 2 class; enrollment 17 White)

[2] (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
1 / 1	132 / 96	3 / 2	2 / 1	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 84.8% (+3.6)
Attendance Rank of School Within District: 1/2
Attendance Rank of School Within System: 7/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	50	42	66		42	52	50
# Students below 40th Percentile	15	15	6		12	15	9
# Students between 40-60th Percentile	9	15	12		17	13	15
# Students above 60th Percentile	13	5	21		8	7	15

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	2	1-3 years	0	# Teachers	9
# Assistant Principals	0	Bachelor + 15	3	4-6 years	2	Total Days Absent	96
# Assistant Principals (teaching)	0	Masters Degree	0	7-10 years	0	Average days per teacher	10
# Classroom teachers	9	Masters + 15	1	11-15 years	5	Sick days	59
# Guidance	0	Masters + 30	0	15+ years	2	All other reasons	37
# Teacher Aides	1	Masters + 45	4				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

EAST BOSTON HIGH SCHOOL

86 White Street, East Boston MA 02128
Telephone: 567-2140

Headmaster: John Poto

PROGRAM ENROLLMENT						
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Business Education	Total
338	110[1]	170	20[2]	103	280	1021

[1] Italian

[2] (1) Supportive Academic Remediation Program; (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
246 / 24	721 / 71	34 / 3	16 / 2	4 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 77.1% (+1.2)
Attendance Rank of School Within District Not Applicable
Attendance Rank of School Within System 13/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	32	40	34		30	36	28
# Students below 40th Percentile	158	86	56		169	94	59
# Students between 40-60th Percentile	49	48	23		48	50	14
# Students above 60th Percentile	61	48	20		55	42	22

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	12	1-3 years	4	# Teachers	59
# Assistant Headmasters	2	Bachelor + 15	4	4-6 years	4	Total Days Absent	949
# Assistant Headmasters (teaching)	0	Masters Degree	7	7-10 years	13	Average days per teacher	16
# Classroom teachers	59	Masters + 15	9	11-15 years	19	Sick days	689
# Guidance	5	Masters + 30	10	15 + years	19	All other reasons	260
# Teacher Aides	5	Masters + 45	21				
# Clerical/Secretarial	2	Doctorate	1				
# Librarians/Audio-Visual	1						

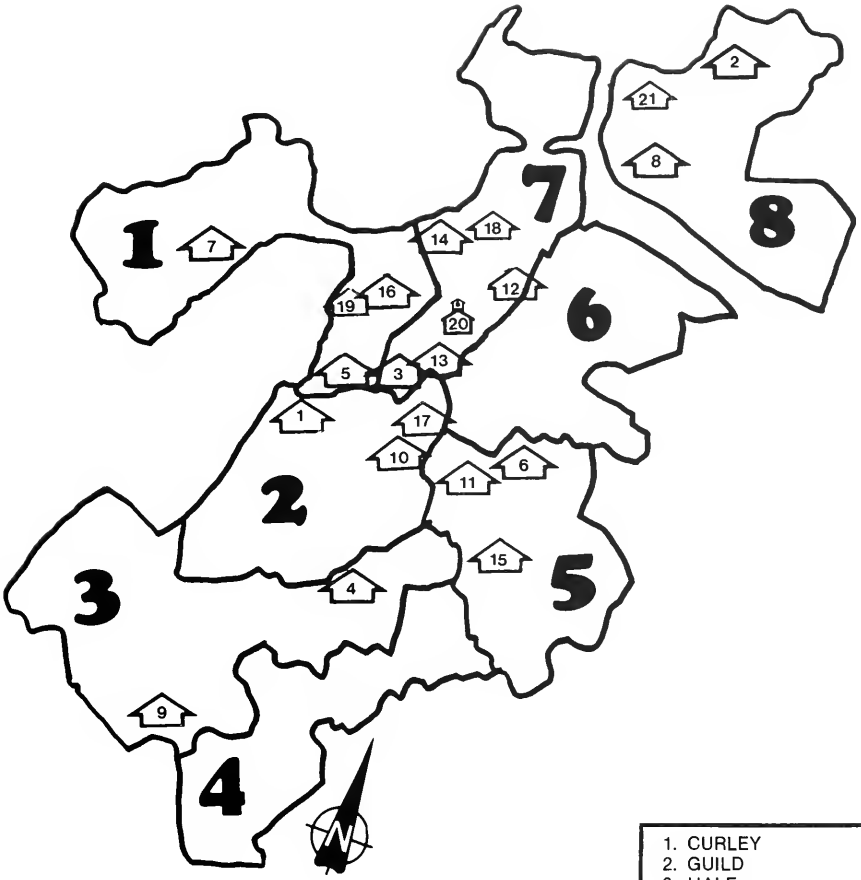
District 8 Reading and Mathematics Achievement

By Grade and Race

Grade	Race	Median Percentile Reading	Mathematics	Grade	Race	Median Percentile Reading	Mathematics
1	Black	86	80	6	Black	34	42
	White	60	60		White	54	58
	Hispanic	64	60		Hispanic	70	68
	Asian	60	60		Asian	70	94
	Indian	56	74		Indian	34	54
2	Black	64	68	7	Black		
	White	52	60		White	46	48
	Hispanic	72	72		Hispanic	42	38
	Asian	38	84		Asian	20	99
	Indian	20	44		Indian	18	8
3	Black			8	Black		
	White	50	68		White	50	50
	Hispanic	34	48		Hispanic	70	74
	Asian	48	44		Asian	82	98
	Indian	34	82		Indian		32
4	Black	82	76	9	Black	18	16
	White	38	52		White	38	38
	Hispanic	38	36		Hispanic	38	38
	Indian	38	26		Asian	32	70
					Indian	62	54
5	Black	68	52	10	Black	26	18
	White	44	46		White	46	48
	Hispanic	46	48		Hispanic	46	40
	Asian	46	64		Asian	42	68
	Indian	62	48		Indian	82	52

11	Black	20	14
	White	48	38
	Hispanic	48	28
	Asian		46

DISTRICT 9
City Wide



1. CURLEY
2. GUILD
3. HALE
4. HALEY
5. HENNIGAN
6. HERNANDEZ
7. JACKSON-MANN
8. McKAY
9. OHRENBERGER
10. TROTTER
11. MARTIN LUTHER KING, JR.
12. MACKEY
13. WHEATLEY
14. BOSTON HIGH SCHOOL
15. BOSTON LATIN ACADEMY
16. BOSTON LATIN SCHOOL
17. BOSTON TECHNICAL
18. COPLEY SQUARE HIGH
19. ENGLISH HIGH
20. MADISON PARK HIGH
21. MARIO UMANA HARBOR SCHOOL OF SCIENCE & TECHNOLOGY

COMMUNITY DISTRICT OFFICE

Roger Beattie, Community Superintendent
Madison Park High School
Madison Park High School, Bld. # 1
Roxbury, MA 02119 442-1396

DISTRICT 9

District IX is a citywide magnet school district, composed of eight high schools, three middle schools, ten elementary schools, three special education programs, two alternative education programs, and one post secondary education school.

The magnet district with each school offering a specific program theme was part of the 1974 Federal Court school desegregation order signed to attract a desegregated student body at the schools. The District's 1982-83 student population was 16,699 with 508 in the Kindergarten, 3,580 at the Elementary level, 3,472 at the Middle level and 9,139 in the High schools. Thirty percent (30%) of the school systems students are in this magnet school district. The racial group makeup of the district was 47% Black, 32% White, 12% Hispanic, 7% Oriental and 1% American Indian.

Boston High School features a Work Experience Program in private industry in which students earn and pay taxes on over $2 million per year. Both college and business preparatory programs are offered.

For Boston Latin Academy and Boston Latin School there is an entrance exam requirement. Both offer a Liberal Arts curriculum, including Latin, and place an emphasis on Advanced Placement courses in the academic areas. Latin Academy has a student exchange program with schools in France and Germany. Both schools participate in the Massachusetts Pre-Engineering Program (Mass-PEP).

Boston Technical High School which also has an admission requirement of an examination, is a college preparatory school which emphasizes science, mathematics and technical training. The school has a Naval Junior ROTC Program and participates in Mass-PEP.

Copley Square High School has college and business preparatory curricula emphasizing the Communication Arts (theatre, speech, writing, mass communication). Students participate in an Extern Program — career exploration in business, government service, social and cultural agencies and university placements.

English High School offers college, business and career preparatory programs with an emphasis on basic skills in the content areas. There are four magnet programs: Visual Arts, Theatre Arts, University of Massachusetts Challenge and a Bilingual College Preparatory. Bilingual programs are available for Laotian, Haitian and Hispanic students.

Madison Park High's programs emphasize basic skills along with magnet programs in music, media, theatre and dance. It also has a Junior Army ROTC Program.

The Mario Umana Harbor School of Science and Technology emphasizes math, science and technology. In addition to the basic academic courses, including six years of math and science, students major in one of four technical areas beginning in grade 10: Aviation, Medical Technology, Electronics or Computer Science. The Umana also participates in Mass-PEP and has a Junior Air Force ROTC Program.

The Martin Luther King School has Language Arts as the magnet theme, enhanced by Chapter 636 funding for programs in theatre and creative writing. The School participates in the Boston School Improvement Project.

The Wheatley Middle builds both cognitive and affective strength with a program tailored to fit the student. Organizational features include individual reading, clustering by work habit, and flexible scheduling. Computer Education, gardening, sports, career education and a Cape Cod Bound Program are part of the Wheatley program.

The elementary schools in the magnet district all emphasize the basics of reading/language arts and mathematics. Program enrichment and special theme programs are provided and assisted by a number of external agencies working with the schools: Curry College, Emmanuel College, Wheelock College, Lesley College, Kodaly Music Training Institute, Cultural Education Collaborative, Boston Zoological Society, Museum of Science, M.J.T. Dance Company, Community Music Center, Thompson's Island Educational Center.

At the Hernandez Bilingual School, English-speaking students learn Spanish, while Spanish-speaking students learn English while continuing their own. At the Jackson-Mann, hearing impaired students are mainstreamed with regular education students. The McKay offers a science magnet program and participates in the Boston School Improvement Project, the Ohrenberger a multi-cultural theme and the Trotter an open-space, multi-graded individualized instructional plan. The Trotter participates in both the School-Based Management Project and the Boston School Improvement Project.

The three special education programs at the McKinley, Tileston, and Carter Schools provide service to students from elementary through high school to address the needs of special education students. The two alternative education programs Another Course to College and Boston Prep provide an opportunity in alternative high school education programs. Boston Business School the post-secondary school provides extensive and comprehensive business programs.

JAMES MICHAEL CURLEY ELEMENTARY SCHOOL

Pershing Road, Jamaica Plain, MA 02130
Telephone: 524-1743

Principal: George F. Guptill

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
243	0	52	0	0	295

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
148 / 50	84 / 28	54 / 18	4 / 1	5 / 2

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 89.4% (+0.1)
Attendance Rank of School Within District: 6/10
Attendance Rank of School Within System: 22/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	64	72	48	30	48		56	84	56	34	58
# Students below 40th Percentile	1	8	21	28	18		11	3	12	25	11
# Students between 40-60th Percentile	22	5	10	8	13		18	8	13	7	18
# Students above 60th Percentile	23	29	15	8	14		15	31	21	12	19

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	5	1-3 years	1	# Teachers	15
# Assistant Principals	0	Bachelor + 15	1	4-6 years	0	Total Days Absent	129
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	0	Average days per teacher	8
# Classroom teachers	15	Masters + 15	1	11-15 years	4	Sick days	98
# Guidance	0	Masters + 30	2	15 + years	11	All other reasons	31
# Teacher Aides	4	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

CURTIS GUILD ELEMENTARY SCHOOL

5 Ashley Street, East Boston, MA 02128
Telephone: 567-4194

Principal: John V. Vozella

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Extended Day Program	Advanced Work Class	Total
129	0	35	30	43	237

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
139 / 59	66 / 28	23 / 10	7 / 13	2 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 87.9% (+2.4)

Attendance Rank of School Within District: 8/10

Attendance Rank of School Within System: 32/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	46	60	40	50	77		56	56	56	66	82
# Students below 40th Percentile	18	7	10	11	6		7	8	12	15	2
# Students between 40-60th Percentile	8	12	14	12	6		14	13	4	5	3
# Students above 60th Percentile	13	17	7	17	29		18	15	15	21	36

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	4	1-3 years	1	# Teachers	14
# Assistant Principals	0	Bachelor + 15	3	4-6 years	1	Total Days Absent	178
# Assistant Principals (teaching)	0	Masters Degree	2	7-10 years	0	Average days per teacher	13
# Classroom teachers	14	Masters + 15	1	11-15 years	1	Sick days	127
# Guidance	0	Masters + 30	0	15+ years	11	All other reasons	51
# Teacher Aides	5	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

NATHAN HALE ELEMENTARY SCHOOL

51 Cedar Street, Roxbury, MA 02119
Telephone: 427-1930

Principal: Pasquale Lochiatto

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
167	0	29	0	21	217

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
120 / 55	60 / 28	34 / 16	1 / 0	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 88.6% (+3.7)
Attendance Rank of School Within District 7/10
Attendance Rank of School Within System 27/28

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	72	60	58	40	46		42	64	38	36	48
# Students below 40th Percentile	11	10	8	10	10		21	11	21	14	9
# Students between 40-60th Percentile	8	14	12	8	5		15	11	7	7	6
# Students above 60th Percentile	31	22	17	9	8		13	23	10	6	8

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	12
# Assistant Principals	0	Bachelor + 15	1	4-6 years	1	Total Days Absent	96
# Assistant Principals (teaching)	0	Masters Degree	4	7-10 years	0	Average days per teacher	8
# Classroom teachers	12	Masters + 15	0	11-15 years	1	Sick days	80
# Guidance	0	Masters + 30	2	15+ years	10	All other reasons	14
# Teacher Aides	4	Masters + 45	1				
# Clerical/Secretarial	2	Doctorate	0				
# Librarians/Audio-Visual	0						

DENNIS C. HALEY ELEMENTARY SCHOOL

570 American Legion Highway, Roslindale, MA
Telephone: 522-1661

Principal: Robert J. Berry

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
249	0	41	0	0	290

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
152 / 52	80 / 28	49 / 17	4 / 1	5 / 2

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 91.0% (+3.5)

Attendance Rank of School Within District: 2/10

Attendance Rank of School Within System: 12/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	84	66	66	62	34		74	56	66	48	52
# Students below 40th Percentile	4	6	6	7	30		7	14	7	14	19
# Students between 40-60th Percentile	6	12	16	14	11		10	10	8	17	17
# Students above 60th Percentile	41	25	22	24	9		35	19	28	14	14

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	0	# Teachers	14
# Assistant Principals	0	Bachelor + 15	1	4-6 years	1	Total Days Absent	196
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	0	Average days per teacher	14
# Classroom teachers	14	Masters + 15	2	11-15 years	1	Sick days	176
# Guidance	0	Masters + 30	3	15+ years	11	All other reasons	20
# Teacher Aides	4	Masters + 45	4				
# Clerical/Secretarial	3	Doctorate	1				
# Librarians/Audio-Visual	0						

JAMES W. HENNIGAN ELEMENTARY SCHOOL

200 Heath Street, Jamaica Plain, MA 02130
Telephone: 427-4573

Principal: Bernice F. Johnson

PROGRAM ENROLLMENT						
Regular Population	Extended Day Program	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
149	48	167[1]	73	58[2]	83	578

[1] Spanish; English As A Second Language Program

[2] (1) Education and Social Development — Bilingual; (1) Supportive Academic Remediation Program; (2) Supportive Academic Remediation Program — Bilingual; (1) Learning/Adaptive Behavior; (1) Learning Disabilities Bilingual

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
247 / 43	126 / 22	190 / 52	9 / 2	6 / 1

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83: 87.1% (+1.9)
Attendance Rank of School Within District: 9/10
Attendance Rank of School Within System: 38/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	44	44	42	54	48		52	28	52	56	56
# Students below 40th Percentile	29	21	24	30	37		20	28	18	26	28
# Students between 40-60th Percentile	17	14	12	11	13		21	15	14	15	17
# Students above 60th Percentile	21	16	15	36	35		24	9	20	36	40

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	6	1-3 years	3	# Teachers	37
# Assistant Principals	1	Bachelor + 15	6	4-6 years	5	Total Days Absent	480
# Assistant Principals (teaching)	0	Masters Degree	6	7-10 years	9	Average days per teacher	13
# Classroom teachers	37	Masters + 15	6	11-15 years	2	Sick days	350
# Guidance	0	Masters + 30	2	15 + years	17	All other reasons	130
# Teacher Aides	23	Masters + 45	7				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

RAFAEL HERNANDEZ BILINGUAL SCHOOL

370 Columbia Road, Dorchester, MA 02125
Telephone: 287-1093

Principal: Margarita Muniz

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
10	121[1]	49	0	0	204

[1] Spanish

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
51 / 25	25 / 12	127 / 62	0 / 0	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 89.8% (+1.1)

Attendance Rank of School Within District: 4/10

Attendance Rank of School Within System: 19/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	58	40	46	44	32		89	32	66	44	58
# Students below 40th Percentile	6	5	2	3	11		5	10	2	3	4
# Students between 40-60th Percentile	4	3	3	2	1		2	4	1	3	4
# Students above 60th Percentile	8	6	2	2	2		14	1	4	1	6

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	1	1-3 years	2	# Teachers	12
# Assistant Headmasters	0	Bachelor + 15	2	4-6 years	3	Total Days Absent	112
# Assistant Headmasters (teaching)	0	Masters Degree	3	7-10 years	0	Average days per teacher	9
# Classroom teachers	12	Masters + 15	1	11-15 years	4	Sick days	71
# Guidance	0	Masters + 30	1	15+ years	1	All other reasons	41
# Teacher Aides	10	Masters + 45	1				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

JACKSON-MANN ELEMENTARY SCHOOL

40 Armington Street, Allston, MA 02134
Telephone: 787-5310

Principal: Gregory Toupouzis
Principal: Patrice DiNatale, Mann Unit

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
356	190[1]	70	177[2]	0	793

[1] Vietnamese

[2] (2) Primary Language; (1) Physically Handicapped; (1) Learning Disabilities; (1) Severely Handicapped Aphasic; Hearing Impaired Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
323 / 41	157 / 20	61 / 8	251 / 32	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 89.8% (+0.1)

Attendance Rank of School Within District 5/10

Attendance Rank of School Within System 19/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		40	50	38	38		38	50	60	30	46
# Students below 40th Percentile		33	21	34	30		48	25	16	36	25
# Students between 40-60th Percentile		20	15	10	17		13	27	14	13	14
# Students above 60th Percentile		21	21	21	11		34	21	27	18	17

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	11	1-3 years	7	# Teachers	34
# Assistant Principals	2	Bachelor + 15	8	4-6 years	4	Total Days Absent	364
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	3	Average days per teacher	11
# Classroom teachers	34	Masters + 15	4	11-15 years	4	Sick days	35
# Guidance	0	Masters + 30	5	15+ years	17	All other reasons	329
# Teacher Aides	17	Masters + 45	3				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

DONALD McKAY ELEMENTARY SCHOOL

122 Cottage Street, East Boston, MA 02128
Telephone: 567-3967

Principal: Dean Yarbrough

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Extended Day Program	Total
134	92[1]	78	0	49	503

[1] Spanish

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
256 / 51	167 / 33	56 / 11	24 / 5	0 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 84.7% (+1.5)
Attendance Rank of School Within District: 10/10
Attendance Rank of School Within System: 46/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading					Mathematics					
Grade	2	3	4	5	6	1	2	3	4	5	6
1983 Median Percentile	34	40	44	30	38	64	56	36	44	46	42
# Students below 40th Percentile	24	21	20	33	51	18	17	26	20	21	39
# Students between 40-60th Percentile	14	17	8	6	25	11	12	6	9	15	32
# Students above 60th Percentile	7	8	12	7	17	31	17	13	11	10	18

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	10	1-3 years	2	# Teachers	31
# Assistant Principals	1	Bachelor + 15	2	4-6 years	3	Total Days Absent	381
# Assistant Principals (teaching)	0	Masters Degree	6	7-10 years	6	Average days per teacher	12
# Classroom teachers	31	Masters + 15	4	11-15 years	5	Sick days	323
# Guidance	0	Masters + 30	2	15+ years	15	All other reasons	58
# Teacher Aides	11	Masters + 45	5				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

WILLIAM H. OHRENBERGER ELEMENTARY SCHOOL

175 West Boundary Road, West Roxbury, MA 02132
Telephone: 323-7456

Principal: Mary T. Connolly

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
343	55[1]	72	24[2]	0	494

[1] Laotian

[2] (4) Multihandicapped

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
247 / 50	134 / 27	32 / 6	79 / 16	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 90.4% (−0.3)

Attendance Rank of School Within District: 3/10

Attendance Rank of School Within System: 15/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile	64	48	40	46	42		60	46	42	40	46
# Students below 40th Percentile	12	26	32	25	31		21	29	32	30	32
# Students between 40-60th Percentile	20	22	20	20	22		17	20	15	16	25
# Students above 60th Percentile	40	22	19	19	18		35	22	23	17	15

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	8	1-3 years	2	# Teachers	26
# Assistant Principals	1	Bachelor + 15	4	4-6 years	1	Total Days Absent	321
# Assistant Principals (teaching)	0	Masters Degree	1	7-10 years	2	Average days per teacher	12
# Classroom teachers	26	Masters + 15	3	11-15 years	2	Sick days	245
# Guidance	0	Masters + 30	4	15 + years	19	All other reasons	76
# Teacher Aides	23	Masters + 45	2				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

WILLIAM MONROE TROTTER ELEMENTARY SCHOOL

135 Humboldt Avenue, Dorchester, MA 02121
Telephone: 427-3180

Principal: Barbara L. Jackson

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
519	0	63	22[2]	0	604

[2] Early Childhood Center

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
330 / 55	156 / 26	90 / 15	16 / 3	12 / 2

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 92.4% (+3.7)
Attendance Rank of School Within District: 1/10
Attendance Rank of School Within System: 6/78

METROPOLITAN ACHIEVEMENT TESTS											
	Reading						Mathematics				
Grade	1	2	3	4	5		1	2	3	4	5
1983 Median Percentile		56	58	46	44		56	60	66	44	56
# Students below 40th Percentile		32	27	42	46		30	31	20	45	37
# Students between 40-60th Percentile		20	26	23	20		26	18	22	18	17
# Students above 60th Percentile		47	44	32	30		39	46	54	32	41

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	3	1-3 years	0	# Teachers	31
# Assistant Principals	2	Bachelor + 15	2	4-6 years	2	Total Days Absent	261
# Assistant Principals (teaching)	0	Masters Degree	9	7-10 years	3	Average days per teacher	8
# Classroom teachers	31	Masters + 15	2	11-15 years	6	Sick days	163
# Guidance	1	Masters + 30	7	15+ years	22	All other reasons	98
# Teacher Aides	12	Masters + 45	4				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

MARTIN LUTHER KING MIDDLE SCHOOL

77 Lawrence Avenue, Dorchester, MA 02121
Telephone: 445-4120

Principal: Will Ella Brown

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
391	86[1]	162	0	36	677

[1] English As A Second Language Program; Spanish

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
371 / 55	147 / 22	145 / 21	13 / 2	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 79.3% (+1.2)
Attendance Rank of School Within District 2/3
Attendance Rank of School Within System 12/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	48	34	38		44	30	34
# Students below 40th Percentile	77	94	65		86	102	69
# Students between 40-60th Percentile	61	38	27		61	36	29
# Students above 60th Percentile	83	30	30		69	16	21

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	14	1-3 years	2	# Teachers	50
# Assistant Principals	2	Bachelor + 15	5	4-6 years	6	Total Days Absent	642
# Assistant Principals (teaching)	0	Masters Degree	3	7-10 years	16	Average days per teacher	13
# Classroom teachers	50	Masters + 15	6	11-15 years	12	Sick days	554
# Guidance	1	Masters + 30	9	15+ years	14	All other reasons	88
# Teacher Aides	4	Masters + 45	8				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

CHARLES E. MACKEY MIDDLE SCHOOL

90 Warren Avenue, Boston, MA 02116
Telephone: 266-1968

Principal: Lloyd A. Leake

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
282	75[1]	97	9[2]	20	483

[1] Spanish

[2] (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
238 / 49	132 / 27	108 / 22	4 / 1	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 73.3% (0.0)

Attendance Rank of School Within District: 3/3

Attendance Rank of School Within System: 16/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	42	46	38		40	38	28
# Students below 40th Percentile	50	47	56		50	72	76
# Students between 40-60th Percentile	33	45	28		32	35	27
# Students above 60th Percentile	26	36	25		29	23	11

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	1	Bachelors degree	7	1-3 years	1	# Teachers	34
# Assistant Principals	1	Bachelor + 15	3	4-6 years	5	Total Days Absent	460
# Assistant Principals (teaching)	0	Masters Degree	5	7-10 years	9	Average days per teacher	13
# Classroom teachers	34	Masters + 15	3	11-15 years	11	Sick days	348
# Guidance	1	Masters + 30	4	15+ years	6	All other reasons	112
# Teacher Aides	3	Masters + 45	9				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

PHILLIS WHEATLEY MIDDLE SCHOOL

20 Kearsarge Avenue, Roxbury, MA 02119
Telephone: 427-3340

Principal: Eugene R. Ellis

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Advanced Work Class	Total
257	0	63	7[2]	0	327

[2] (1) Learning/Adaptive Behavior

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
171 / 52	85 / 26	56 / 17	7 / 2	8 / 2

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 87.4% (+1.2)

Attendance Rank of School Within District 1/3

Attendance Rank of School Within System 1/24

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	6	7	8		6	7	8
1983 Median Percentile	48	32	56		44	34	42
# Students below 40th Percentile	41	52	26		35	56	35
# Students between 40-60th Percentile	17	20	19		28	18	26
# Students above 60th Percentile	43	15	31		35	11	15

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Principals	2	Bachelors degree	5	1-3 years	0	# Teachers	30
# Assistant Principals	0	Bachelor + 15	6	4-6 years	4	Total Days Absent	537
# Assistant Principals (teaching)	0	Masters Degree	5	7-10 years	7	Average days per teacher	18
# Classroom teachers	30	Masters + 15	3	11-15 years	8	Sick days	446
# Guidance	0	Masters + 30	4	15+ years	11	All other reasons	91
# Teacher Aides	2	Masters + 45	7				
# Clerical/Secretarial	1	Doctorate	0				
# Librarians/Audio-Visual	0						

BOSTON HIGH SCHOOL

152 Arlington Street, Boston, MA 02116
Telephone: 451-6860

Headmaster: William Lawrence

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
589	51[1]	126	9[2]	0	775

[1] Spanish

[2] (1) Supportive Academic Remediation Program

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
424 / 55	185 / 24	135 / 17	23 / 3	3 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 79.4% (+3.6)

Attendance Rank of School Within District: 7/8

Attendance Rank of School Within System: 8/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	32	20	22		23	28	24
# Students below 40th Percentile	89	119	95		103	111	93
# Students between 40-60th Percentile	32	31	32		28	45	28
# Students above 60th Percentile	25	14	13		15	13	13

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	7	1-3 years	2	# Teachers	45
# Assistant Headmasters	0	Bachelor + 15	2	4-6 years	5	Total Days Absent	477
# Assistant Headmasters (teaching)	0	Masters Degree	5	7-10 years	3	Average days per teacher	10
# Classroom teachers	45	Masters + 15	9	11-15 years	10	Sick days	265
# Guidance	7	Masters + 30	4	15+ years	25	All other reasons	212
# Teacher Aides	1	Masters + 45	16				
# Clerical/Secretarial	2	Doctorate	1				
# Librarians/Audio-Visual	0						

BOSTON LATIN ACADEMY

141 Ipswich Street, Boston, MA 02115
Telephone: 266-7546

Headmaster: Robert Binswanger

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
1187	0	17	0	0	1204

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
420 / 35	630 / 52	33 / 3	119 / 10	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 90.6% (+3.5)

Attendance Rank of School Within District 2/8

Attendance Rank of School Within System 2/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	84	82	86		82	84	88
# Students below 40th Percentile	11	6	6		14	5	2
# Students between 40-60th Percentile	20	16	16		37	12	7
# Students above 60th Percentile	191	156	114		164	163	125

METROPOLITAN ACHIEVEMENT TESTS				
	Reading		Mathematics	
Grade	7	8	7	8
1983 Median Percentile	82	86	84	78
# Students below 40th Percentile	13	4	8	8
# Students between 40-60th Percentile	42	24	32	38
# Students above 60th Percentile	233	208	243	190

BOSTON LATIN ACADEMY

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	8	1-3 years	0	# Teachers	57
# Assistant Headmasters	2	Bachelor + 15	3	4-6 years	2	Total Days Absent	604
# Assistant Headmasters (teaching)	0	Masters Degree	10	7-10 years	8	Average days per teacher	10
# Classroom teachers	57	Masters + 15	11	11-15 years	16	Sick days	362
# Guidance	5	Masters + 30	4	15 + years	29	All other reasons	242
# Teacher Aides	0	Masters + 45	22				
# Clerical/Secretarial	6	Doctorate	2				
# Librarians/Audio-Visual	1						

BOSTON LATIN SCHOOL

Avenue Louis Pasteur, Boston, MA 02115
Telephone: 566-2250

Headmaster: Michael Contompasis

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
2135	0	9	0	0	2144

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
422 / 20	1344 / 63	102 / 5	275 / 13	1 / 0

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 92.1% (+0.3%)

Attendance Rank of School Within District 1/8

Attendance Rank of School Within System 1/17

METROPOLITAN ACHIEVEMENT TESTS						
	Reading			Mathematics		
Grade	9	10	11	9	10	11
1983 Median Percentile	90	88	92	92	92	92
# Students below 40th Percentile	3	4	3	16	0	2
# Students between 40-60th Percentile	12	19	25	19	15	11
# Students above 60th Percentile	354	323	292	334	334	305

METROPOLITAN ACHIEVEMENT TESTS				
	Reading		Mathematics	
Grade	7	8	7	8
1983 Median Percentile	86	94	90	88
# Students below 40th Percentile	15	2	17	4
# Students between 40-60th Percentile	57	13	35	33
# Students above 60th Percentile	368	320	388	298

BOSTON LATIN SCHOOL

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	12	1-3 years	1	# Teachers	104
# Assistant Headmasters	3	Bachelor + 15	5	4-6 years	3	Total Days Absent	1128
# Assistant Headmasters (teaching)	2	Masters Degree	10	7-10 years	7	Average days per teacher	11
# Classroom teachers	104	Masters + 15	8	11-15 years	24	Sick days	893
# Guidance	4	Masters + 30	15	15 + years	71	All other reasons	235
# Teacher Aides	0	Masters + 45	56				
# Clerical/Secretarial	0	Doctorate	7				
# Librarians/Audio-Visual	1						

BOSTON TECHNICAL HIGH SCHOOL

205 Townsend Street, Dorchester, MA 02121
Telephone: 445-4381

Headmaster: Christopher Lane

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
1028	0	46	0	0	1074

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
528 / 49	311 / 29	51 / 5	182 / 17	2 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 86.1% (+3.2)
Attendance Rank of School Within District 3/8
Attendance Rank of School Within System 3/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	52	50	56		60	56	68
# Students below 40th Percentile	89	80	64		71	68	35
# Students between 40-60th Percentile	58	74	52		55	84	49
# Students above 60th Percentile	86	88	81		110	86	110

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	10	1-3 years	2	# Teachers	59
# Assistant Headmasters	3	Bachelor + 15	3	4-6 years	3	Total Days Absent	632
# Assistant Headmasters (teaching)	0	Masters Degree	7	7-10 years	9	Average days per teacher	11
# Classroom teachers	59	Masters + 15	4	11-15 years	10	Sick days	487
# Guidance	2	Masters + 30	11	15+ years	40	All other reasons	145
# Teacher Aides	3	Masters + 45	21				
# Clerical/Secretarial	4	Doctorate	9				
# Librarians/Audio-Visual	1						

COPLEY SQUARE HIGH SCHOOL

150 Newbury Street, Boston, MA 02116
Telephone: 267-9805

Headmaster: Gloria Ray

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
435	0	82	0	0	517

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
276 / 53	142 / 27	70 / 14	23 / 4	6 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83: 82.3% (+3.2)

Attendance Rank of School Within District: 4/8

Attendance Rank of School Within System: 5/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	42	36	48		28	28	42
# Students below 40th Percentile	63	54	36		86	68	42
# Students between 40-60th Percentile	34	21	25		17	16	16
# Students above 60th Percentile	32	31	26		18	22	26

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	4	1-3 years	0	# Teachers	27
# Assistant Headmasters	1	Bachelor + 15	2	4-6 years	4	Total Days Absent	312
# Assistant Headmasters (teaching)	0	Masters Degree	4	7-10 years	4	Average days per teacher	11
# Classroom teachers	27	Masters + 15	3	11-15 years	8	Sick days	145
# Guidance	2	Masters + 30	5	15+ years	11	All other reasons	167
# Teacher Aides	1	Masters + 45	10				
# Clerical/Secretarial	2	Doctorate	0				
# Librarians/Audio-Visual	0						

ENGLISH HIGH SCHOOL

Avenue Louis Pasteur, Boston, MA 02115
Telephone: 738-6300

Headmaster: James Corscadden

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
1169	448[1]	204	66[2]	0	1887

[1] Laotian; Spanish; French; English As A Second Language Program

[2] (1) Supportive Academic Remediation Program; (1) Supportive Academic Remediation Program Bilingual; (3) Learning/Adaptive Behavior; (2) Physically Handicapped

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
1174 / 62	409 / 22	218 / 12	81 / 4	5 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 74.7% (-0.6)
Attendance Rank of School Within District 8/8
Attendance Rank of School Within System 15/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	30	26	20		23	22	18
# Students below 40th Percentile	176	161	132		197	190	130
# Students between 40-60th Percentile	41	47	35		39	36	29
# Students above 60th Percentile	47	42	30		22	13	19

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	23	1-3 years	11	# Teachers	124
# Assistant Headmasters	6	Bachelor + 15	25	4-6 years	10	Total Days Absent	1962
# Assistant Headmasters (teaching)	4	Masters Degree	15	7-10 years	28	Average days per teacher	16
# Classroom teachers	124	Masters + 15	12	11-15 years	31	Sick days	1405
# Guidance	6	Masters + 30	16	15+ years	39	All other reasons	557
# Teacher Aides	15	Masters + 45	27				
# Clerical/Secretarial	5	Doctorate	6				
# Librarians/Audio-Visual	1						

MADISON PARK HIGH SCHOOL

55 New Dudley Street, Roxbury, MA 02119
Telephone: 442-2440

Headmaster: Thomas P. Hennessey

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
1321	277[1]	316	143[2]	0	2057

[1] Cape Verdean; Spanish

[2] (2) Supportive Academic Remediation Program; (3) Learning/Adaptive Behavior; (2) Learning Disabilities; (1) Learning Disabilities Bilingual; Youth Employment Service Alternative

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
1198 / 58	474 / 23	346 / 17	24 / 1	15 / 1

ATTENDANCE (Percent of Average Daily Attendance)

Average Daily Attendance 1982-83 79.2% (+3.0)

Attendance Rank of School Within District 6/8

Attendance Rank of School Within System: 9/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	22	26	22		23	22	24
# Students below 40th Percentile	217	167	147		241	188	139
# Students between 40-60th Percentile	50	48	26		52	50	25
# Students above 60th Percentile	51	31	23		32	18	31

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	26	1-3 years	4	# Teachers	131
# Assistant Headmasters	10	Bachelor + 15	16	4-6 years	18	Total Days Absent	1751
# Assistant Headmasters (teaching)	1	Masters Degree	26	7-10 years	37	Average days per teacher	13
# Classroom teachers	131	Masters + 15	18	11-15 years	41	Sick days	1384
# Guidance	9	Masters + 30	16	15+ years	22	All other reasons	367
# Teacher Aides	15	Masters + 45	29				
# Clerical/Secretarial	6	Doctorate	5				
# Librarians/Audio-Visual	1						

MARIO UMANA HARBOR SCHOOL

312 Border Street, East Boston, MA 02128
Telephone: 569-6280

Headmaster: Gustave Anglin

PROGRAM ENROLLMENT					
Regular Population	Bilingual	Mainstream	Substantially Separate	Vocational Education	Total
729	44[1]	154	17[2]	0	944

[1] Chinese; Spanish

[2] (1) Learning/Adaptive Behavior; (1) Learning Disabilities

STUDENTS BY RACE				# / %
Black	White	Hispanic	Oriental	Amer. Indian
471 / 50	276 / 29	94 / 10	99 / 10	4 / 0

ATTENDANCE (Percent of Average Daily Attendance)
Average Daily Attendance 1982-83 80.9% (-0.1)
Attendance Rank of School Within District 5/8
Attendance Rank of School Within System 6/17

METROPOLITAN ACHIEVEMENT TESTS							
	Reading				Mathematics		
Grade	9	10	11		9	10	11
1983 Median Percentile	42	36	40		34	36	46
# Students below 40th Percentile	62	64	42		81	67	43
# Students between 40-60th Percentile	27	28	28		26	34	17
# Students above 60th Percentile	35	28	21		17	22	34

METROPOLITAN ACHIEVEMENT TESTS				
	Reading		Mathematics	
Grade	7	8	7	8
1983 Median Percentile	36	36	34	34
# Students below 40th Percentile	88	87	91	91
# Students between 40-60th Percentile	43	37	41	38
# Students above 60th Percentile	26	38	25	35

UMANA HARBOR SCHOOL

STAFF DATA							
Staffing		Skill Level		Years Experience		Teacher Absences	
# Headmasters	1	Bachelors degree	19	1-3 years	4	# Teachers	58
# Assistant Headmasters	2	Bachelor + 15	6	4-6 years	5	Total Days Absent	728
# Assistant Headmasters (teaching)	2	Masters Degree	4	7-10 years	17	Average days per teacher	12
# Classroom teachers	58	Masters + 15	7	11-15 years	13	Sick days	524
# Guidance	3	Masters + 30	10	15 + years	19	All other reasons	204
# Teacher Aides	2	Masters + 45	11				
# Clerical/Secretarial	3	Doctorate	4				
# Librarians/Audio-Visual	2						

CARTER SCHOOL DEVELOPMENT DAY CARE

369 Northampton Street, Boston, MA 02118
Telephone: 267-6881

Administrator: Roger Mazur

The Carter School services severely and profoundly handicapped students whose ages range from 12-22. A full 766 evaluation determines the eligibility for placement in the program. The philosophy behind the Developmental Day Care Program is to emphasize the students' abilities and to provide opportunities for them to reach their full potential, physically, emotionally and intellectually. The basic curriculum objectives are as follows: Physical Motor Development (including physical and occupational therapy), Cognitive Development, Self Help Skills, Sensory and Perceptual Motor Skills, Language Development and Social Responses.

ATTENDANCE

Average Daily Attendance 1982-83: 86.2%

STUDENTS BY RACE				# / %	PROGRAM ENROLLMENT	
Black	White	Hispanic	Oriental	Amer. Indian	Substantially Separate	Total
11 / 39	9 / 32	7 / 25	1 / 4	0 / 0	27	27

STAFF DATA

Number of Staff: 21
- 6 Special Education Teachers
- 13 Teacher Aides
- 1 Evaluation Team Leader (part-time)
- 1 Nurse (part-time)

TILESTON ALTERNATIVE EDUCATION CENTER

108 Babson Street, Boston, MA 02126
Telephone: 298-5678

Project Director: Elliot Feldman

The Tileston Alternative Education Center provides academic remediation, counselling and outreach to the following groups of students, who manifest severe behavior/emotional problems: Those students in need of emergency placements, and those students, 16-21 years old, in need of a special program, who have not been successful in traditional programs. In addition the Tileston serves, as the central coordinating facility for those students in need of home and hospital instruction.

STUDENTS BY RACE				# / %	PROGRAM ENROLLMENT	
Black	White	Hispanic	Oriental	Amer. Indian	Substantially Separate	Total
52 / 80	8 / 12	5 / 8	0 / 0	0 / 0	67	67

ATTENDANCE

Average Daily Attendance 1982-83: 70.9%

STAFF DATA

Number of Staff: 16
- 1 Director
- 1 Support Coordinator
- 1 Clinical Coordinator
- 1 Academic Coordinator
- 1 Special Needs Physical Education Teach
- 2 Special Needs Guidance Advisors
- 1 Special Needs Pre-Vocational Instructor
- 8 Instructional Aides

THE McKINLEY SCHOOLS

50 St. Mary's Street, Boston, MA 02215
Telephone: 536-4476

Program Director: John Brown-Verre

McKinley Vocational High School

The McKinley Vocational High School is a totally separate special school for high-risk, multiple-problem adolescents, 16 to 22 years old, with learning disabilities, behavior problems and emotional problems. Services include academic services, occupational services and support services. Programs include secondary exploratory automotive, food service, carpentry, building maintenance and mechanical assembly.

McKinley Technical High School

McKinley Technical High School is a totally separate special school for high-risk, multiple-problem adolescents, 16 to 22 years old, with learning disabilities, behavior problems and emotional problems. Services include academic services, occupational services, and support services. Programs include college preparatory, electronics assembly, business, homebased, transitional and general studies.

McKinley Middle School

The McKinley Middle School is a totally separate special school for high-risk, multiple problem adolescents, 12 to 16 years old, with learning disabilities, behavior problems and emotional problems. Services include academic services, occupational services and support services. Prevocational enploratories include mechanics, building trades, food service, graphics, manufacturing, retailing/distribution, business and computers.

ATTENDANCE

Average Daily Attendance 1982-83: 84.8%

STUDENTS BY RACE				# / %	PROGRAM ENROLLMENT	
Black	White	Hispanic	Oriental	Amer. Indian	Substantially Separate	Total
68 / 48	60 / 43	10 / 7	3 / 2	0 / 0	141	141

STAFF DATA

Number of Staff: 31
- 4 Administrators
- 20 Teachers
- 6 Guidance Counselors
- 1 Nurse

District 9 Reading and Mathematics Achievement

By Grade and Race

Grade	Race	Median Percentile Reading	Mathematics	Grade	Race	Median Percentile Reading	Mathematics
1	Black	52	52	6	Black	42	40
	White	77	76		White	62	58
	Hispanic	60	56		Hispanic	32	36
	Asian	62	74		Asian	74	77
	Indian	74	60		Indian	58	42
2	Black	46	44	7	Black	54	44
	White	74	72		White	86	86
	Hispanic	56	56		Hispanic	40	38
	Asian	46	60		Asian	74	94
	Indian	60	68		Indian	48	80
3	Black	42	44	8	Black	60	44
	White	70	76		White	86	78
	Hispanic	38	48		Hispanic	46	42
	Asian	40	72		Asian	82	86
	Indian	48	62		Indian	56	26
4	Black	40	34	9	Black	38	30
	White	66	66		White	80	77
	Hispanic	32	34		Hispanic	38	34
	Asian	50	56		Asian	74	88
	Indian	38	30		Indian	22	16
5	Black	38	46	10	Black	34	32
	White	62	70		White	74	76
	Hispanic	36	52		Hispanic	30	36
	Asian	72	86		Asian	66	86
	Indian	80	86		Indian	46	36
11	Black	30	34				
	White	86	84				
	Hispanic	26	34				
	Asian	66	88				
	Indian	48	64				

APPENDICES

Listed and described briefly in this section are some of the major projects and programs to meet the three priorities cited earlier, and programs that are identified in the various individual school profile pages. Also included are systemwide test results and further information on school improvement planning.

QUALITY EDUCATION

A. Curriculum Objectives and Competency
B. Professional Development
C. Alternative Programs
D. Vocational and Occupational Education
E. Partnership Alliance
F. The Boston Compact

EQUAL ACCESS

G. Special Education
H. Multicultural Experiences
I. Bilingual Education Programs and Enrollment

ACCOUNTABILITY

J. School Based Management Project (SBM)
K. Boston School Improvement Program (BSIP)
L. Citywide Parents Council

TEST INFORMATION

M. Metropolitan Reading Test — Rank of Schools (Elementary, Middle and High)
N. Metropolitan Math Test — Rank of Schools (Elementary, Middle and High)
O. Reading Achievement — School System Summary, by Grade and Race
P. Mathematics Achievement — School System Summary, by Grade and Race
Q. Degrees of Reading Power Scores (1982 and 1983) and Background Information
R. Basic Skills Improvement Program
S. College Board Admissions Testing Program
T. Bilingual Program Enrollment

EDUCATIONAL PLANNING FOR EFFECTIVE SCHOOLS

QUALITY EDUCATION

A. CURRICULUM OBJECTIVES

The writing of new citywide curriculum objectives, K-12, in Language Arts, Reading, Mathematics, Science and Social Studies is a major undertaking, and the first such undertaking in over a decade in the Boston Public Schools. Objectives spell out exactly what students should learn (concepts and skills) by the end of each school year.

During the 1982-83 school year, Reading/Language Arts and Mathematics objectives for elementary and middle schools were implemented. New objectives were drafted in five more areas: High School English, High School Mathematics, High School Science, K-8 Social Studies, and K-8 Science. The new objectives were presented to all teachers and administrators (and to interested parents and university experts) for review and then extensively revised. They will be presented to the School Committee, and if approved, will be implemented during the 1983-84 school year. Remaining to be developed are objectives in High School Social Studies and K-12 Art, Music, and Foreign Languages.

The new curriculum objectives documents spell out what should be taught, but they do not mandate how teachers should get their students to the objectives. Since different methods and materials work for different teachers and students in different settings, there is considerable flexibility for professionals to find the most creative and effective ways to reach the objectives. Key components of the overall curriculum policy are the writing of competency tests geared to the new objectives and the development of standards and promotional policies which are an outgrowth of the tests and objectives.

B. PROFESSIONAL DEVELOPMENT

The Institute for Professional Development was created in 1982 to develop a comprehensive, inservice program that supports the system's priorities/goals and the needs of the professional staff.

It employs varied professional development approaches aimed at (1) improving the teaching/learning process, (2) increasing the knowledge base and instructional skills of teachers, (3) increasing the skills of principals and headmasters in their roles as instructional leaders, (4) increasing the quantity and quality of professional growth and in-service training opportunities available to Boston Public Schools staff, (5) making more effective use of the curricular and instructional resources of college/university, business and cultural partners.

Computer uses in education, orientation for teachers on the new curriculum objectives, special programs and support services for teachers who are teaching at a new grade level and/or subject for the first time and a series of workshops and mini-courses on the teaching of writing, were some of the activities implemented by the Institute.

C. ALTERNATIVE PROGRAMS

Alternative education programs are designed to provide students with learning environments that offer an option to the curriculum, instructional style and organizational structure present within the regular school program. In most cases, alternative programs are small schools or schools-within-schools offering increased programmatic control to participants, intensified teacher-student interaction, continuity of program and participants across grade levels, and an integrated instructional program. These programs are designed to increase the level and rate of students' academic achievement, enhance students' feelings of worth and self-esteem and decrease absenteeism and disciplinary problems. The programs are designed for any student, with a particular interest in attracting students of all ability levels, who have been unsuccessful in the regular education program. These students represent a broad array of needs and interest, demanding innovative approaches to curriculum, instruction, environment, credentialing and governance. Likewise, alternative programs represent a programmatic diversity reflective of these needs and interests. Following is a brief overview of four alternative programs in the Boston Public Schools.

Another Course To College (ACC)

The ACC/UMASS-Boston Program is a joint transitional studies program of the Boston Public Schools and the University of Massachusetts-Boston, Harbor Campus. It provides two years of traditional and intensive college preparatory work covering a student's junior and senior high school years. (ACC students are official members of the UMASS/Boston student body, have UMASS I.D. cards and access to UMASS facilities.)

Boston Prep

Boston Prep was initiated in October 1982 to provide an appropriate programmatic option for high school students demonstrating low achievement, poor attendance, and in some cases, disciplinary problems. The program is targeted for over-aged high school students, at least sixteen years of age and at least two years behind grade level. One hundred students are enrolled.

Boston Prep offers a competency-based, mastery learning curriculum, with graduation determined by a student's successful demonstration of competence in a variety of disciplines. Instruction and assessment of competence is individualized to the greatest extent, offering students an opportunity to accelerate or decelerate through their program of studies, given their particular learning needs. Opportunities for enrichment are available to each student who has demonstrated a prescribed level of competence, with experiential learning activities an integral part of the total curriculum.

Fenway School/New Horizons Academy

Two schools-within-schools have been initiated during the 1983-84 school year: Fenway School (English High) and New Horizons Academy (Martin Luther King, Jr. Middle School). Each of these schools emphasizes the mastery of communication, computation and critical thinking skills across the content areas. In addition to this, each school places an emphasis on experiential learning projects, interdisciplinary instruction and community building activities, to enhance school climate and support basic skill development.

D. VOCATIONAL AND OCCUPATIONAL EDUCATION

The Hubert H. Humphrey Occupational Resource Center, one of the largest and most comprehensive vocational educational facilities in the country, trains students, through competency-based education, for entry-level jobs and/or for further education in vocational/technical fields. Facilities, programs, and staff at The Humphrey Center also provide personalized occupational education for bilingual and special needs students. All students receive career-planning guidance, partcipate in internships, where applicable, and job-placement assistance, crossing traditional, stereotypical boundaries.

The success of the Humphrey Center depends on its linkage with the working world — business, industry, labor, education, government, and community. Each cluster has an Advisory Committee — a group of citizens from community, business, labor and industry who voluntarily and collectively, advise the staff on planning, implementation, and evaluation of sound vocational/occupational programs based on the needs of students, community, region and state.

OCCUPATIONAL/VOCATIONAL PROGRAM CLUSTERS

Graphics	Media	Commercial Mall
Health	Construction	Metal Fabrication
Data Processing	Power Mechanics	Electronics

E. PARTNERSHIP ALLIANCE

The Federal Court's desegregation order in 1975 provided for collaborative between Boston area colleges and universities, cultural organizations and businesses and the school system to assist with curriculum and instructional improvement and overall school program development.

The Partnership Alliance (PA) is partly a response to a statement in a Transition Report to the Superintendent (September 1981) which stated:

"The proper utilization and management of these resources is the key to the School Department's capability to launch the kinds of initiatives that are needed to move in the direction of effective instruction."

Since a clear structure was lacking to provide for the efficient, effective and coordinated use of external resources, the Partnership Alliance concept was formulated in September 1981. It has been gradually evolving into a viable entity of service to the school system.

The Alliance is a working Board made up of representatives from the Chamber of Commerce, Cultural Education Collaborative, College/University Pairings, Private Industry Council, Neighborhood Development and Employment Agency, Educational Collaborative of Greater Boston, School Volunteers for Boston, Trilateral Council, Citywide Parents Council, Citywide Education Coalition, Thompson's Island Education Center and Social Service Agencies. The three Deputy Superintendents and the Manager of the Institute for Professional Development also serve on the Board. The Superintendent's Office has a staff liaison assigned to the Partnership Alliance.

The objectives of the Partnership Alliance are to:

1. increase communication between BPS and members of resource agencies in order to facilitate a coordinated response to needs and priorities of the school system,
2. recommend BPS initiatives which take advantage of expertise and resources available throughout the commmunity,
3. provide technical assistance and resources to BPS Central Administration, District Offices and schools for program planning and development,
4. facilitate and encourage inter-agency information sharing and program development, including joint fundraising,
5. develop long-term strategies for effective and efficient use by BPS of external resources, and
6. increase public awareness of the unique model of utilization of external resources by BPS.

F. THE BOSTON COMPACT

The Boston Compact is an idea which has evolved to meet the challenge facing the city's high schools. It represents a partnership among city government, business, universities, cultural and community organizations, and the School Department itself to take some dramatic steps on behalf of the city's high school students. Indeed, as an agreement among these constituencies, the Compact may be unique in the nation.

The Compact has two elements which are unique in view of the past experience of Boston:

1. A bargain between schools and business in which both sides commit themselves to measurable goals.
2. A broad-based Compact in which, for the first time, the full array of external organizations agree on a common plan of action with the School Department.

The success of the bargain will be measured by the following goals:

1. A five percent increase per year in the number of students who graduate as compared with the number who enter ninth grade.
2. By 1986, all graduates will demonstrate the reading and math skills necessary for employment through the achievement of minimum competency standards established by the School Committee.
3. A five percent increase per year in the number of graduates who are placed in jobs or in further education.

The central business/industry role is to establish and implement a mechanism to give priority hiring to Boston Public School graduates. The specific goals for the business side of the Compact were to:

1. Sign up 200 companies to participate in the priority hiring effort.
2. Expand the Job Collaborative, The Private Industry Council's school-based career education and job placement program from 3 to 6 high schools.
3. Place 400 qualified graduates in jobs by October of 1983.
4. Provide during the summer of 1983 jobs for 1,000 students.

Each of the goals was exceeded:

1. A total of 273 companies signed the priority pledge.
2. The Job Collaborative expanded to seven schools.
3. A total of 407 graduates were placed in permanent jobs as part of the Compact.
4. A total of 1,181 students were placed in summer jobs.

G. SPECIAL EDUCATION

The focus of the Special Education Development efforts in recent years has been to design and implement a continuum of Special Education programs in a way that insures a coordinated and sequential range of educational offerings. The programs, when viewed collectively, enable parents of special needs children to look forward with some predictability to a system that meets their children's continuing needs from age three (3) to age twenty-two (22) and to prepare their children for independent living and employment as adults. Approximately 12,000 students receive special education services.

Resource Room

The Resource Room Program serves students with diverse special education needs that are usually mild to moderate in degree. Students attend the Resource Room for specific periods of time as a support to their regular education program, where special services, programs, equipment, and small group instruction are available as specified in Individual Education Plans.

Supportive Academic Remediation Program (SAR)

The SAR program serves students ages 5-22 who are identified as having moderate disabilities attributable to mental retardation. Students in this program are provided with substantially separate small group instruction but are often mainstreamed for part of the day into regular education programs.

Educational and Social Development Program (ESD)

The ESD program serves students ages 5-22 who are identified as having moderate to severe disabilities, attributable to mental retardation. These students receive substantially separate, small group instruction with vocational training added at the secondary level.

Learning Adaptive Behavior (L/AB)

The L/AB Program provides small structured classes for students with moderate to severe emotional and/or behavioral handicaps. The purpose of the program is to teach adaptive behavior techniques which offer continuity, stability, security and a sense of achievement to each student for a success oriented return to regular education programs.

The L/AB Cluster Programs have been developed over the past three years to serve students who have significant behavior and emotional needs within a group of classrooms located in a regular school. L/AB Cluster Programs offer academic, clinical and pre-vocational services on site.

Bilingual Special Education Program

The Bilingual Special Education Program consists of a variety of services provided to bilingual students (those who speak English and another language) and to students who speak little or no English. **The McKinley Middle and High Schools** and the **Tileston School** offer programs in separate buildings to students, age 12 to 22, who experience low-motivation, truancy, school behavior problems, learning disabilities or emotional problems. These programs supply the students with academic instruction, occupational and pre-vocational training, and support services in a highly disciplined, yet sensitive, atmosphere.

Early Childhood Learning Centers

The Early Childhood Learning Centers are pre-school programs located in each of the nine districts which provide screening and educational services to children who are 3, 4 and 5 years of age with special needs. Children are eligible for Early Childhood services who may be at risk in regular education, have developmental delays, language or hearing impairments, language delays, or may be multi-handicapped.

Developmental Day Care Programs (DDC)

The DDC program serves students ages 3-22 who are identified as having severe and profound disabilities attributable to mental retardation. The program focuses on developing self-help skills, motor development, language skills and social responses.

In addition to the above, specialized programs are available for the visually and hearing impaired, students with physical disabilities and those with speech and language problems. Students with hearing problems are mainstreamed to the greatest extent possible with students who have normal hearing. Many physically handicapped students are also mainstreamed depending on their needs and abilities.

H. MULTI-CULTURAL EXPERIENCE

To ensure that all of our students learn to understand and appreciate the differences and similarities of all people, we must continue to avoid stereotyping our students by race or sex. All students must have equal access to programs offered in Boston Public Schools. We must be sure that our staffs are integrated and working harmoniously to serve as positive role models. We must provide whatever resources are needed, be they staff development, racial sensitivity workshops, or just a very strong emphasis on multi-cultural education, to help our students and personnel realize that they have been provided with the opportunity to gain an awareness and appreciation of racial and cultural diversity.

I. BILINGUAL EDUCATION PROGRAMS AND ENROLLMENT

Bilingual Education programs respond to the need of students who do not speak English when they enter the Boston Public Schools. In the beginning, the use of the native language for classroom instruction allows the education of the student to continue uninterrupted from home to school. As the student progresses in his study of English, through English-as-a-Second Language (ESL) classes, he/she is able to integrate into other academic areas with English speaking students.

Research has shown that a better command of English is achieved if school begins with the native language as English is introduced gradually. The process of change from one language to another is gradual and may take up to three years, or more if a student is in need.

The instructional objectives of the program are: (1) the development of reading and writing skills at the first in the native language; (2) the development of oral comprehension, speaking, reading and writing of English; (3) instruction in the history and culture of the country of the student's first language, and in the history and culture of the United States. The program is a full-time program of instruction. Bilingual classes are composed of students who are at approximately the same age level and level of educational achievement.

From the beginning of their schooling in bilingual programs, students are integrated in all those subject areas where their command of English is not exclusively required, i.e., in areas of music, art and physical education.

During 1982-1983 Boston Public Schools offered bilingual programs in nine languages. A bilingual program is started when twenty (20) limited English proficient students of a given language group enroll in a school. Some programs such as Chinese and Spanish, have existed since 1969-1971; others, such as Cambodian and Laotian, started only recently. The chart below demonstrates the shifts in enrollment patterns for each language during the past year.

Language	C	H	G	I	CV	S	V	P	Other (mainly Southeast Asian)	Total
81-82 Enrollment	851	403	182	413	399	3919	331	84	389	6971
82-83 Enrollment	856	567	159	345	560	3720	404	99	482*	7201
% Change	0%	+43%	−13%	−16%	+40	−5%	+22%	+7%	+24%	+3%

C — Chinese, H — Haitian, G — Greek, I — Italian, CV — Cape Verdean, S — Spanish, V — Vietnamese, P — Portuguese, CA/L — Cambodian/Laotian, E — Multilingual - English Second Language.
*includes 302 Cambodians, 138 Loatian

Students in a bilingual program are first instructed through their native language so that academic learning continues as they study English as a second language (ESL).

All bilingual students are integrated with their English speaking peers for non-academic classes such as art, music, shops, gym, etc., where limited English is not a barrier to learning. Once students become sufficiently proficient in English, they are partially mainstreamed,, i.e., they gradually enter standard curriculum classes for academic courses for part of each day. At first they may be partially mainstreamed for reading, then mathematics as well; next will ordinarily come science and social studies. This gradual mainstreaming process enables students to build confidence in their ability to succeed in a totally English setting when they leave the bilingual program. Following is a listing of each school with a bilingual program, and the number of students who were partially mainstreamed. At the end of 1982-83 a total of 949 students had transferred from the bilingual program to a full mainstream program.

SCHOOL	Integrated art, music, etc.	Mainstreamed 1-2 classes	Mainstreamed 3-4 classes
DISTRICT I			
Brighton (S,V)	(S) 20	(S) 38	(S) 15
	(V) 19	(V) 45	(V) 9
Edison (S,V)	(S) 45	(S) 21	(S) 6
	(V) 32	(V) 3	(V) 0
Taft (S)	21	3	6
Baldwin (C)	36	28	2
Gardner (S)	85	30	1
Hamilton (CA)	66	0	0
Tobin (S)	81	24	13
Winship (S)	64	7	2
DISTRICT II			
Jamaica Plain (S)	65	30	145
M. Curley (S)	62	25	8
T. Roosevelt (S)	21	9	11
Agassiz (S)	154	9	3
Ellis (S)	68	11	0
J. Kennedy (S)	108	20	0
DISTRICT III			
W. Roxbury (G)	2	21	15
Irving (G,CA,L)	(Ca) 66	(Ca) 1	(Ca) 1
	(G) 2	(G) 15	(G) 23
	(L) 24	(L) 1	(L) 1
Lewenberg (H)	9	24	7
Mattahunt (S,G)	(G) 57	(G) 13	(G) 7
	(S) 51	(S) 17	(S) 5

SCHOOL	Integrated art, music, etc.	Mainstreamed 1-2 classes	Mainstreamed 3-4 classes
DISTRICT V			
Dorchester High (S)	31	20	10
Cleveland (S)	51	29	9
S. Greenwood (S)	44	26	1
Holland (S)	52	21	2
Marshall (S)	68	28	3
Murphy (H)	41	43	47
DISTRICT VI			
S. Boston (S,Ca)	(Ca) 22	(Ca) 35	(Ca) 28
	(S) 10	(S) 17	(S) 25
Dearborn (Cv)	73	14	7
McCormack (S)	12	19	32
Condon (S,Cv)	(Cv) 65	(Cv) 17	(Cv) 5
	(S) 39	(S) 33	(S) 2
Dever (S)	61	26	4
Emerson (Cv)	0	0	0
Russell (C)	38	22	5
Winthrop (S)	0	0	0
DISTRICT VII			
Charlestown (C,S)	(C) 46	(C) 59	(C) 24
Edwards (C)	49	21	8
Timilty (S)	34	35	9
Blackstone (S)	71	73	32
Hurley (S)	32	14	13
Kent (C)	51	48	17
Quincy (C)	120	18	8

SCHOOL	Integrated art, music, etc.	Mainstreamed 1-2 classes	Mainstreamed 3-4 classes
DISTRICT VIII			
East Boston (I)	30	39	56
Barnes (S,P.I)	(I) 20	(I) 34	(I) 9
	(P) 39	(P) 11	(P) 0
	(S) 30	(S) 2	(S) 0
Otis (S,P,I)	(I) 40	(I) 16	(I) 0
	(S) 0	(S) 0	(S) 0
DISTRICT IX			
Boston High (S)	23	28	12
English High	(H) 152	(H) 40	(H) 4
(S,H,L,E)	(L) 22	(L) 3	(L) 1
	(S) 26	(S) 16	(S) 12
Madison (S,Cv)	(Cv) 58	(Cv) 58	(Cv 25
	(S) 21	(S) 26	(S) 22
Umana (S, C)	(C) 8	(C) 6	(C) 3
	(S) 3	(S) 19	(S) 5
King (S,E)	(S) 34	(S) 33	(S) 10
			(E) 1
Mackey (S)	30	39	26
Hennigan (S,E)	(S) 111	(S) 38	(S) 23
Hernandez (S)	54	24	22
Jackson-Mann (V)	99	9	1
McKay (I)	63	12	0
Ohrenberger (L)	8	27	6

J. SCHOOL BASED MANAGEMENT PROJECT (SBM)

In August 1981, the Superintendent stated, "We must decentralize some key decisions to the school building level and empower those who are closest to teachers and students and are most familiar with the issues." Good schools cannot be mass-produced. They must be crafted one-by-one, and they must be tended by the people who have a direct stake in their continued success—the principals, teachers, parents, community people, and most importantly, the students they serve. The School Based Management Project in the Boston Public Schools began in 1982 to support the importance of the individual school site as the basic unit for decision-making within the system. The project is a long-term planning and implementation effort designed to improve the ability of individual schools to provide effective instruction to students, promote educational change and maintain educational excellence in accordance with systemwide policies.

The fundamental tenet of School Based Management is that school-based procedures and policies, involvement of parents and teachers in decision-making at the school level, and flexibility and control of school site resources will improve the quality of education. In each school, there is a continual, ongoing shared decision-making process which addresses the unique needs of the individual school.

The schools participating in the School Based Management Project are: Elementary Schools — Bradley, Trotter, Haley, Quincy; Middle Schools — McCormack, Rogers, Timilty, Taft; High Schools — Jamaica Plain, Madison Park, Boston Latin, Boston Technical.

Associate Schools have joined the Project for the 1983-1984 school year because of their interest in learning about the activities of the School Based Management Project. They will be informed about all activities of the Project; the principals of these schools will be included in some of the management training/support activities of the Program. The Associates for 1983-84 are: Middle — M. E. Curley and Michelangelo; Elementary — Agassiz, Hernandez, Higginson, P. J. Kennedy and Otis.

K. BOSTON SCHOOL IMPROVEMENT PROGRAM (BSIP)

While School Based Management focuses on management issues, the Boston School Improvement Project focuses on student achievement at the individual school level.

The Boston School Improvement Program (BSIP) was developed and initiated in nine schools (five elementary and four middle) during the 1981-82 school year. The primary goal of the program is to assist schools in the process of self-improvement, particularly in the area of basic skills.

School-based planning committees with representation from across the school community are the mechanisms for the improvement process. Teachers, parents, administrators, collaborative representatives, and students at the middle and secondary school levels have the responsibility for developing comprehensive educational plans focused on identified needs in five areas. The areas identified in research and practice across the nation are characteristics of effective schools. The five areas selected for the BSIP are those in the research of the late Ronald Edmonds.[1] The areas are administrative leadership, instructional emphasis on basic skills, teacher expectations, school climate and regular and frequent assessment of pupil progress.

Schools participating in the BSIP are: Elementary — Adams, Garfield, Ellis, Grew, Winship, Parkman, Endicott, McKay, Warren-Prescott, and Trotter; Middle — Lewenberg, Thompson, McCormack, Barnes, Michelangelo, King; High — Brighton, English.

For more information on school improvement see the section Educational Planning for Effective Schools in the Appendix.

[1] Edmonds, Ronald, "Effective Urban Schools for the Urban Poor." Educational Leadership, 15-24; October, 1979.

L. CITYWIDE PARENTS COUNCIL (CPC)

In October 1974 the Federal District Court established, as part of its remedial orders in the Boston School Desegregation case, Parents Councils in every public school in the city. The purpose of these councils was to insure adequate and impartial investigation and responsible recommendations on racially and ethnically oriented problems arising at the school, to create a means of communication amongst parents, teachers, students and administrators regarding the solution of such problems, and to promote an environment of understanding and common purpose among the various elements of the community so that the best available education may be offered to all children.

During the summer of 1982 Judge W. Arthur Garrity, Jr., approved a reorganization of the parent council structure based on a Self-Evaluation Task Force report prepared by Boston Public School parents during 1981-82 school year. There are School Parent Councils (SPCs) at each school, nine District Parents Councils and a Citywide Parents Council (CPC) (composed of parents elected from among School Parent Council Executive Committee members in each district). Councils at all three levels have equal numbers of Black, White, Hispanic and Asian-American parents where possible. The self-evaluation also brought about a greater emphasis on activities at the local school level and the direction of resources here rather than at the citywide level.

The major goal of the CPC and local councils is to insure that a quality, desegregated education is being provided to all children in the Boston Public Schools. Major activities include:

1) Monitoring the School Department's compliance with the Court's desegregation orders,
2) Monitoring the extent to which a quality desegregated education is being provided to all children in the Boston Public Schools,
3) Implementing a November 1982 Agreement between the Citywide Parents Council and the Boston School Committee which calls for meaningful parent participation in each of the following areas: monthly school update reports, the annual budget review and development process, evaluation of Principals/Headmasters and Community Superintendents, development of major new school system plans or policies, screening committees for Principals and Guidance Counselors as well as other major administrative positions for the school system, and collective bargaining negotiations between the Boston Public Schools and unions such as the Boston Teachers Union and Boston Association of School Administrators and Supervisors.

M. METROPOLITAN READING TEST — APRIL, 1983

Rank of Elementary Schools

District	School	Median Percentile
1	Hamilton	64
9	Haley	62
4	Chittick	62
4	*Taylor	62
4	Channing	62
8	*Bradley	60
6	*Dever	60
2	Parkman	60
1	Gardner	60
1	Baldwin	60
2	Fuller	58
9	Hale	58
2	Longfellow	56
2	Mendell	56
2	Manning	56
4	Hemenway	56
5	*Murphy	56
8	Otis	54
6	Emerson	54
7	*Quincy	54
7	W. Prescott	54
9	*Guild	54
6	Winthrop	52
3	Lyndon	52
6	Perry	52
3	Kilmer	52
4	F. Roosevelt	52
9	Trotter	50
6	Perkins	50
1	*Farragut	50
9	J. Curley	50
3	Bates	50
4	Conley	50
7	Kent	50
3	Mattahunt	50
6	Condon	50
6	Tynan	50
6	Mason	50
6	Russell	50
6	Clap	50
3	Sumner	50
2	Higginson	48
8	P. Kennedy	48
8	O'Donnell	48
3	*Lee	48
9	Ohrenberger	46
5	Stone	46
1	***Tobin	46
4	E. Greenwood	46
9	*Hennigan	46
4	Grew	46
4	P.A. Shaw	46
7	Eliot	44
3	Mozart	44
2	*Ellis	44
2	Agassiz	44
9	Jackson-Mann	44
3	Philbrick	44
8	Alighieri	44
5	Kenny	42
8	Adams	42
5	O'Hearn	42
9	Hernandez	40
1	Winship	40
5	Fifield	40
5	Endicott	38
3	Beethoven	38
2	J. F. Kennedy	38
5	S. Greenwood	38
1	Garfield	38
5	*Mather	38
9	**McKay	38
5	Holland	34
5	Marshall	32
5	Dickerman	30
5	Everett	30
7	Hurley	28
7	Blackstone	28

*Advanced Work Class
**Includes Grades 1 through 6
***Includes Grades 1 through 8

METROPOLITAN READING TEST — APRIL, 1983

Rank of Middle Schools

District	School	Median Percentile
8	*Barnes	50
8	Cheverus	50
5	*Holmes	48
4	Rogers	44
9	Mackey	44
6	Gavin	44
3	*Irving	44
1	*Edison	42
2	*M Curley	42
9	Wheatley	42
9	*King	42
6	*McCormack	40
2	T Roosevelt	40
7	*Timilty	40
7	Edwards	40
3	Lewenberg	38
7	Michelangelo	38
4	*Thompson	38
1	Taft	38
5	Wilson	36
2	Lewis	36
6	Dearborn	36
5	Cleveland	32
3	R Shaw	28

*Advanced Work Class

METROPOLITAN READING TEST — APRIL, 1983

Rank of High Schools

District	School	Median Percentile
9	*Latin School	90
9	*Latin Academy	82
9	*Boston Tech	52
9	Copley Square	42
9	Umana	36
8	East Boston	36
3	West Roxbury	30
2	Jamaica Plain	30
4	Hyde Park	26
5	Burke	26
1	Brighton	26
6	South Boston	26
9	English	23
9	Boston High	23
7	Charlestown	22
9	Madison Park	22
5	Dorchester	22

*Examination Schools

N. METROPOLITAN MATH TEST — APRIL, 1983

Rank of Elementary Schools

District	School	Median Percentile
1	Hamilton	76
2	Manning	72
2	Parkman	72
2	Fuller	70
1	Gardner	70
8	Otis	70
9	*Guild	68
2	Higginson	68
2	Mendell	68
6	Perkins	66
2	Longfellow	64
7	W. Prescott	62
7	Kent	62
6	*Dever	62
8	Adams	60
4	F. Roosevelt	60
6	Perry	60
7	*Quincy	60
9	Haley	60
8	O'Donnell	60
3	Bates	60
4	Chittick	60
6	Emerson	58
4	*Taylor	56
4	Hemenway	56
9	J. Curley	56
1	Baldwin	56
8	*Bradley	56
9	Trotter	56
3	Lyndon	56
6	Condon	56
6	Mason	56
4	Grew	56
6	Russell	56
9	Hernandez	56
6	Tynan	56
9	*Hennigan	52
3	*Lee	52
3	Philbrick	52
3	Sumner	52
6	Winthrop	52
5	*Murphy	52
4	Conley	52
4	E. Greenwood	52
6	Clap	52
4	Channing	52
1	Winship	50
7	Eliot	50
1	*Farragut	48
5	Fifield	48
9	Ohrenberger	46
8	P. Kennedy	46
9	Jackson-Mann	46
5	Kenny	46
3	Mattahunt	46
5	Stone	46
2	Agassiz	46
3	Kilmer	44
9	**McKay	44
8	Alighieri	44
1	***Tobin	44
3	Mozart	44
2	*Ellis	44
9	Hale	44
1	Garfield	42
5	Endicott	42
3	Beethoven	42
5	O'Hearn	42
5	*Mather	38
2	J. F. Kennedy	38
5	Holland	36
4	P.A. Shaw	36
5	S. Greenwood	36
7	Blackstone	34
5	Dickerman	32
5	Marshall	28
5	Everett	28
7	Hurley	24

*Advanced Work Class
**Includes Grades 1 through 6
***Includes Grades 1 through 8

METROPOLITAN MATH TEST — APRIL, 1983

Rank of Middle Schools

District	School	Median Percentile
8	*Barnes	54
1	*Edison	52
8	Cheverus	48
5	*Holmes	48
3	*Irving	44
4	Rogers	42
7	Michelangelo	42
7	Edwards	42
6	McCormack	42
1	Taft	42
7	*Timilty	42
9	Wheatley	42
6	Dearborn	40
2	*M Curley	38
6	Gavin	38
9	*King	36
2	T Roosevelt	36
4	*Thompson	36
3	R Shaw	36
3	Lewenberg	34
9	Mackey	34
5	Cleveland	30
2	Lewis	30
5	Wilson	28

*Advanced Work Class

METROPOLITAN MATH TEST — APRIL, 1983

Rank of High Schools

District	School	Median Percentile
9	*Latin School	90
9	*Latin Academy	82
9	*Boston Tech	60
9	Umana	34
8	East Boston	32
9	Copley Square	30
9	Boston High	26
6	South Boston	24
1	Brighton	23
5	Burke	23
2	Jamaica Plain	23
9	Madison Park	23
3	West Roxbury	22
4	Hyde Park	22
9	English	20
5	Dorchester	18
7	Charlestown	16

*Examination Schools

O. READING ACHIEVEMENT — SCHOOL SYSTEM SUMMARY — APRIL 1983

By Grade and Race

Grade 1	Median Percentile	Percent of Students Below 40 Percentile	Percent of Students Between 40-60 Percentile	Percent of Students Above 60 Percentile
Black	46	38.5	25.1	36.9
White	64	24.2	22.7	53.1
Hispanic	50	40.7	22.9	36.4
Asian	68	15.6	25.8	38.9
Indian	56	22.2	38.9	38.9
Total	52	38.8	24.5	41.7
Grade 2				
Black	46	39.1	30.6	30.3
White	62	24.5	25.2	50.3
Hispanic	44	44 5	26.0	29.5
Asian	50	31.4	31.4	37.2
Indian	56	36.7	30.0	33.3
Total	50	35.0	28.5	36.5
Grade 3				
Black	44	41.3	35.1	23.6
White	58	22.7	31.7	45.6
Hispanic	42	44.4	29.8	25.8
Asian	48	34.8	31.1	34 1
Indian	48	36.3	45.5	18 2
Total	48	35.6	33.3	31.1
Grade 4				
Black	38	53.5	22.0	24.5
White	54	34.7	23.0	42.3
Hispanic	28	66.5	21.7	11.8
Asian	54	30.6	25.0	44.4
Indian	38	56.5	17.4	26.1
Total	40	48.4	21.8	29.8
Grade 5				
Black	40	47.8	27.8	24.4
White	52	30.2	27.1	42.7
Hispanic	36	56.0	26.8	17.2
Asian	54	33.5	19.0	47.5
Indian	58	20.0	45.0	35.0
Total	46	42.5	27.1	30.4
Grade 6				
Black	42	47.0	28.0	25.0
White	58	29.6	23.3	47.1
Hispanic	36	54.4	19.5	26.1
Asian	62	28.9	19.5	51.2
Indian	48	47.0	23.5	29.5
Total	44	41.8	25.1	33.1
Grade 7				
Black	36	55.1	24.3	20.6
White	60	27.7	24.7	47.6
Hispanic	32	62.8	20.8	16.4
Asian	62	26.8	23.0	50.2
Indian	44	50.0	27.8	22.2
Total	42	45.1	24.0	30.9

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Grade 8	Median Percentile	Percent of Students Below 40 Percentile	Percent of Students Between 40-60 Percentile	Percent of Students Above 60 Percentile
Black	38	50 2	22 5	27 3
White	66	25 8	19 3	54 9
Hispanic	32	58 1	20 8	21 1
Asian	60	34 3	17 2	48 5
Indian	54	36 4	27 2	36 4
Total	48	41 0	20 9	38 1
Grade 9				
Black	28	62 5	16 5	21 0
White	62	32 2	17 6	50 2
Hispanic	30	63 7	16 0	20 3
Asian	66	34 0	14 3	51 7
Indian	36	62 5	25 0	12 5
Total	38	51 2	16 7	32 1
Grade 10				
Black	26	71 3	16 2	12 5
White	58	33 4	21 4	45 2
Hispanic	30	58 8	23 6	17 6
Asian	58	13 1	15 0	71 9
Indian	46	60 0	20 0	20 0
Total	36	54 0	18 2	27 8
Grade 11				
Black	26	69 6	15 2	15 2
White	66	31 3	12 5	56 2
Hispanic	26	63 7	16 5	19 8
Asian	56	18 7	10 8	70 5
Indian	28	60 0	20 0	20 0
Total	40	51 6	14 0	34 4

P. MATHEMATICS ACHIEVEMENT — SCHOOL SYSTEM SUMMARY — APRIL 1983

By Grade and Race

Grade 1	Median Percentile	Percent of Students Below 40 Percentile	Percent of Students Between 40-60 Percentile	Percent of Students Above 60 Percentile
Black	42	46 7	24 0	29 3
White	64	25 0	24 3	50 7
Hispanic	52	39 8	22 1	38 0
Asian	76	17 0	14 8	68 2
Indian	60	28 5	28 5	37 4
Total	52	39 0	23 5	37 4
Grade 2				
Black	44	43 0	28 0	29 0
White	64	24 0	23 6	52 4
Hispanic	46	38 0	26 0	36 0
Asian	76	14 6	19 2	66 0
Indian	68	31 0	17 2	51 8
Total	50	35 6	25 9	38 4
Grade 3				
Black	44	93 7	24 3	32 0
White	66	22 3	22 1	55 6
Hispanic	44	47 5	16 3	36 1
Asian	68	13 9	22 9	63 2
Indian	66	27 2	9 0	63 6
Total	52	36 0	22 6	41 4

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(Continued)

Grade 4	Median Percentile	Percent of Students Below 40 Percentile	Percent of Students Between 40-60 Percentile	Percent of Students Above 60 Percentile
Black	36	51.5	21.6	26.9
White	62	26.3	22.6	51.0
Hispanic	30	63.4	18.1	18.4
Asian	70	21.0	16.5	62.5
Indian	56	41.6	13.0	45.4
Total	44	43.5	21.1	35.4
Grade 5				
Black	46	40.6	30.7	28.7
White	60	25.9	25.8	48.3
Hispanic	48	41.7	26.1	32.2
Asian	82	10.5	12.3	77.2
Indian	60	15.0	45.0	40.0
Total	52	34.5	27.7	37.8
Grade 6				
Black	40	45.9	34.4	19.9
White	54	26.6	28.0	45.4
Hispanic	40	48.1	26.2	20.7
Asian	77	11.0	17.3	71.7
Indian	40	41.2	47.0	11.7
Total	44	38.4	31.3	30.3
Grade 7				
Black	34	59.0	21.2	19.8
White	58	29.0	21.2	49.8
Hispanic	32	61.0	21.0	18.0
Asian	78	11.4	10.8	77.8
Indian	62	52.6	26.3	21.1
Total	42	46.4	20.7	32.9
Grade 8				
Black	23	6.10	23.1	15.9
White	54	30.3	22.4	47.3
Hispanic	26	62.2	18.6	19.2
Asian	84	9.5	18.0	72.5
Indian	20	45.4	0	54.6
Total	30	46.9	22.0	31.1
Grade 9				
Black	26	71.7	14.7	13.6
White	60	37.4	17.8	44.8
Hispanic	32	68.5	15.0	16.5
Asian	80	17.0	9.5	73.5
Indian	36	64.7	23.5	11.8
Total	36	57.3	15.5	27.2
Grade 10				
Black	26	71.3	16.2	12.5
White	60	33.4	20.3	46.3
Hispanic	32	58.8	23.6	17.6
Asian	80	13.1	15.0	71.9
Indian	36	60.0	20.0	20.0
Total	36	54.0	18.2	27.8
Grade 11				
Black	24	69.6	15.2	15.2
White	70	31.3	12.5	56.2
Hispanic	28	63.7	16.5	19.8
Asian	84	18.7	10.8	70.5
Indian	28	60.0	20.0	20.0
Total	38	51.6	14.0	34.4

Q. DEGREES OF READING POWER (DRP)

In the 1981-82 School Profiles publication only the citywide median scores for grades 4-12 were reported. This report contains both the 1982 scores and the 1983 scores together on a bar graph so that a comparison can be easily made. In addition there is a bar graph showing the median score by grade level in each district for 1982 and 1983. The median score is a way of looking at the average performance of students. It is calculated by first rank ordering the scores received by all the students who took the test in that grade and then selected the score that falls in the middle of the ranking.

Systemwide DRP Median Scores in February, 1983		Expected Median Score for Each Grade Level*
Grade	DRP Units	DRP Units
4	40	37
5	46	44
6	49	50
7	54	55
8	59	59
9	61	64
10	64	67
11	67	71
12	70	74

* Source College Board

Explanation of DRP Units

The total number of items that the student answers correctly is converted into what is called a DRP unit. DRP units form a scale to measure prose difficulty, just as degrees form a scale to measure temperature. The DRP scale ranges from 15 to 100 units. A score of 15 units describes ability to read extremely easy prose. At the other end of the scale, a score of 100 DRP units represents the ability to read the most difficult prose imaginable.

You might ask, "What does the teacher do with this DRP unit information for each student?" The answer lies in the fact that just as a student's ability to read prose in context can be rated in DRP units, so can actual prose itself be rated, including textbooks. For example, commonly encountered English text runs about 30 DRP units at the easy end of the scale to about 85 DRP units at the difficult end. By comparing the student's DRP score with the DRP score of a given textbook, teachers can match students with their proper reading level text. And those texts can be changed as a student's reading power improves.

Sample Prose Passages in DRP Units

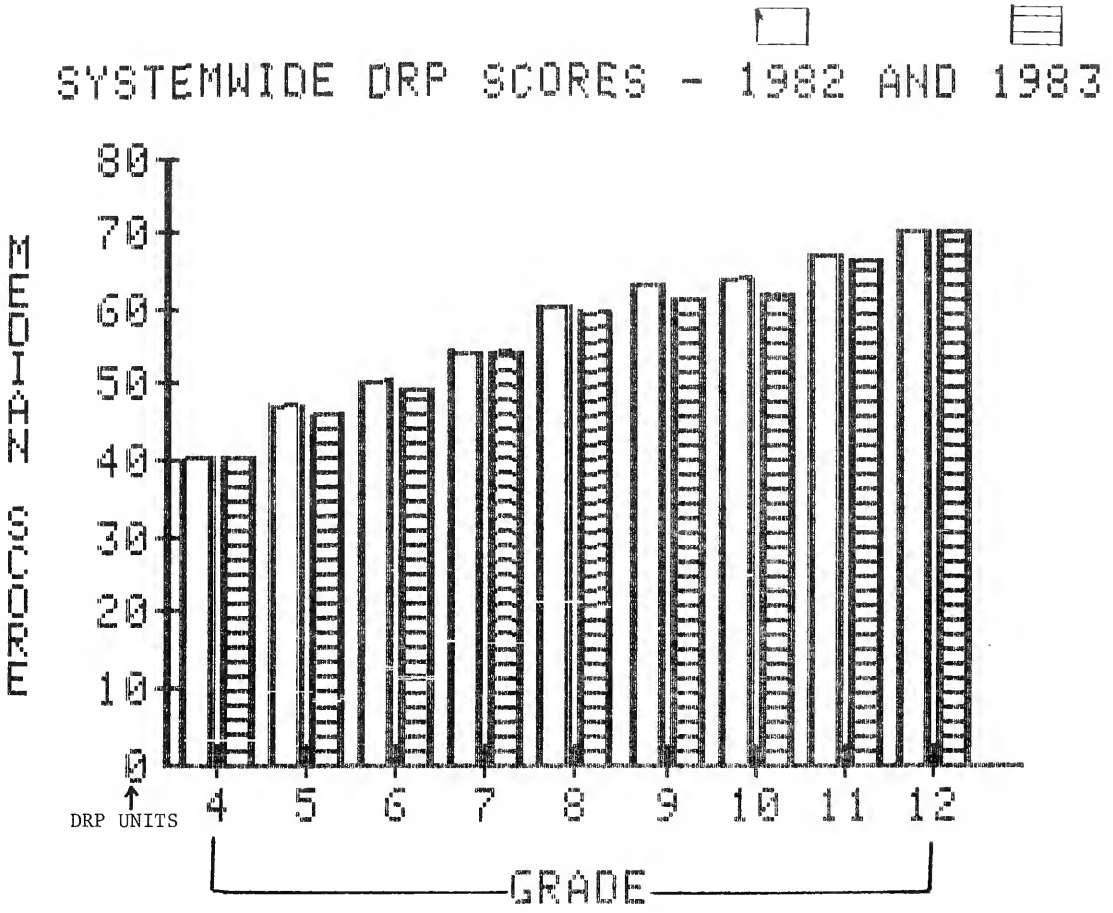
43 A bark canoe proved to be better than a log canoe for several reasons. It hauled heavier loads. It glided more smoothly. A log canoe was hard to repair. But cracked, torn, or worn bark could be mended quickly. A bark canoe weighed less than a log canoe. It was so light a lone man could carry it. A log canoe could be no longer than a tree. But a bark canoe was different. It would be almost any length.

51 Most creatures take great care to protect their eggs. The walking stick does not. It just drops its eggs, scattering them loosely on the ground. Dozens and dozens drop at a time. As the eggs fall onto dry leaves, they sound like raindrops falling. Many of the eggs do not hatch. But enough do so that the walks sticks will not die out. They have existed on earth since before the era of the dinosaurs.

60 The most ancient hand tool yet identified is the stone ax. Such instruments are more than 250,000 years old. Hand axes are made either from flint or from a fine-grained rock that would provide a sharp edge. Using a second stone, flakes were hammered off around the edges. The resulting tool had a jagged cutting edge down each side. It had a crude point and a smooth, round butt. During the thousands of years in which this tool was used it underwent relatively slight changes in form.

72 The ancient Romans' concept of justice and their view of individual rights continue to be guiding forces in contemporary western society. Their code, developed by the emperor Justinian, for example, stated that no person was punishable for his thoughts, that fathers could not be compelled to bear witness against their sons, nor sons against their fathers, and that the burden of proof rested with the accuser, not with the party denying the accusation.

A DRP score of 64 is the approximate level of *Time* and *Newsweek* magazines or the editorial page of the *Boston Globe*.


SYSTEMWIDE DRP SCORES - 1982 AND 1983
MEDIAN DRP UNITS
80
70
60
50
40
30
20
10
0
4
5
6
7
8
9
10
11
12
GRADE

GRADE 4 DRP SCORES - 1982 AND 1983
80
70
60
50
40
30
20
10
0
DRP UNITS
1
2
3
4
5
6
7
8
9
DISTRICT
MEDIAN SCORE

GRADE 5 DRP SCORES - 1982 AND 1983
DISTRICT
DRP UNITS
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9

GRADE 6 DRP SCORES - 1982 AND 1983
DRP UNITS
DISTRICT
1
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3
4
5
6
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8
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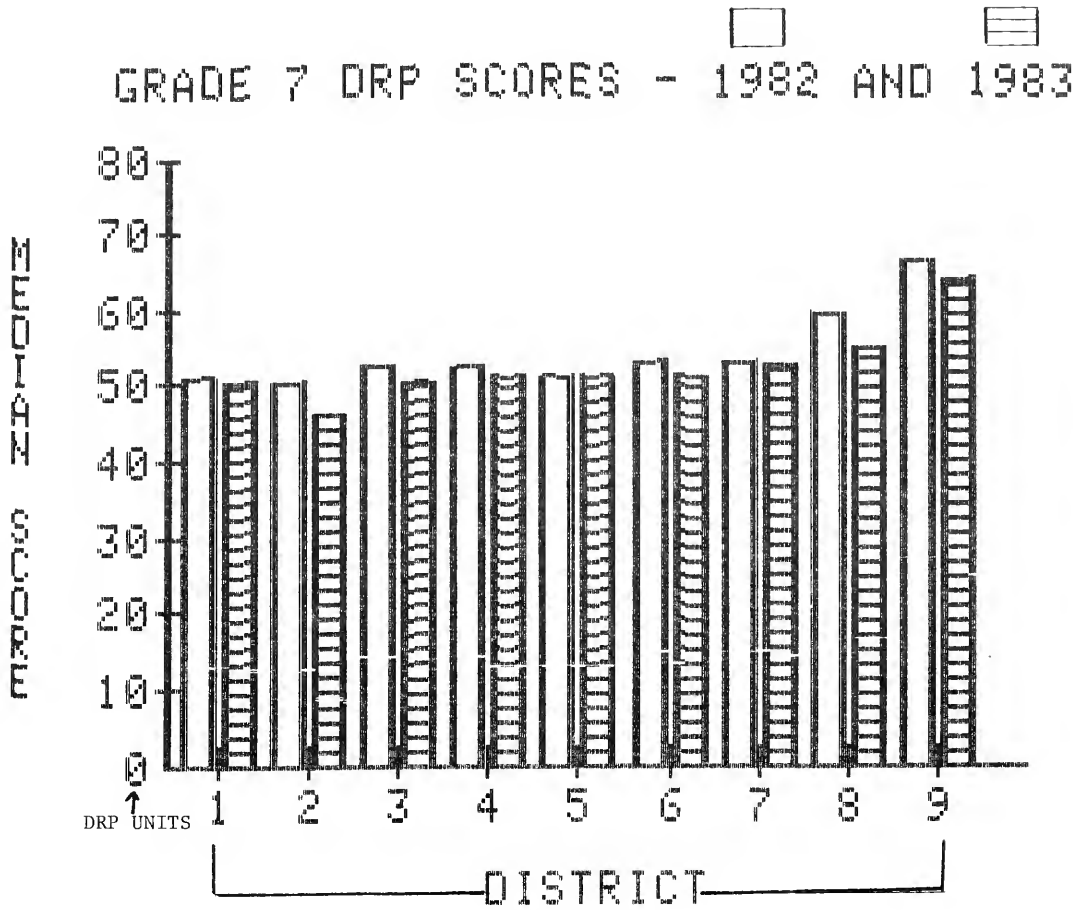
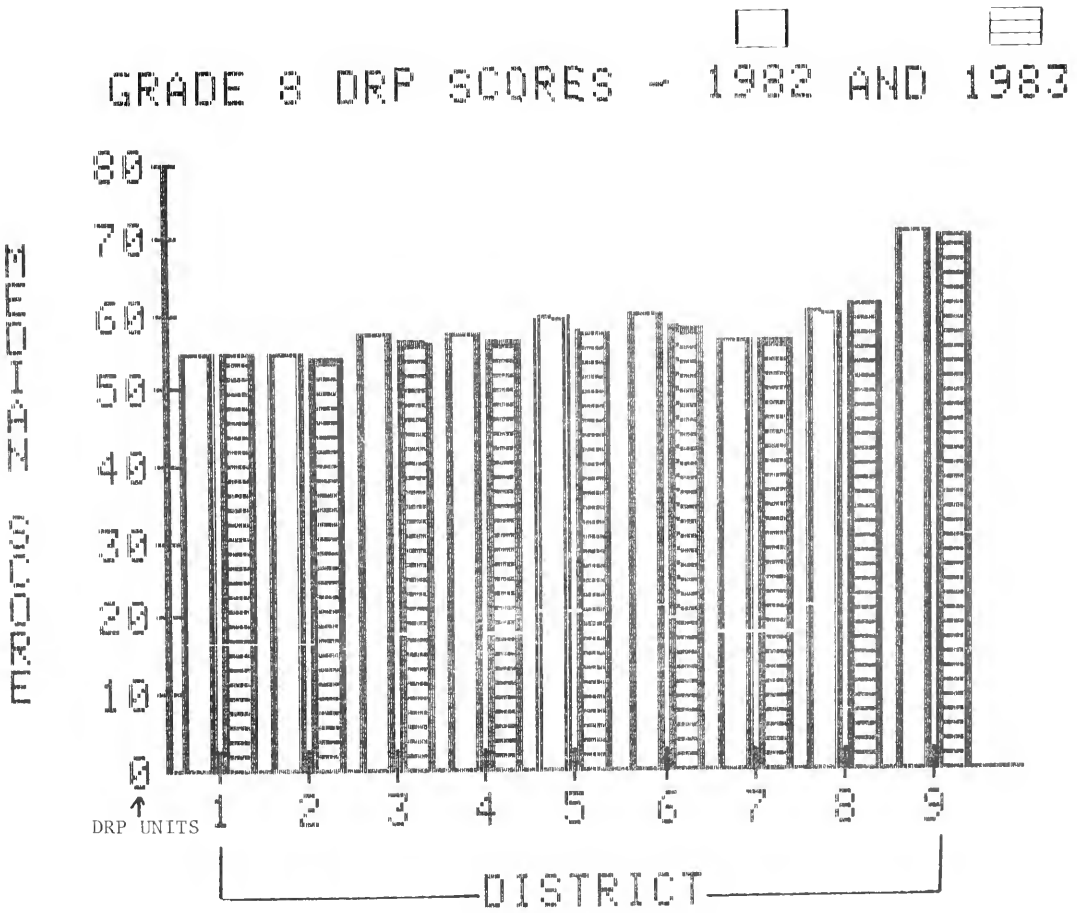
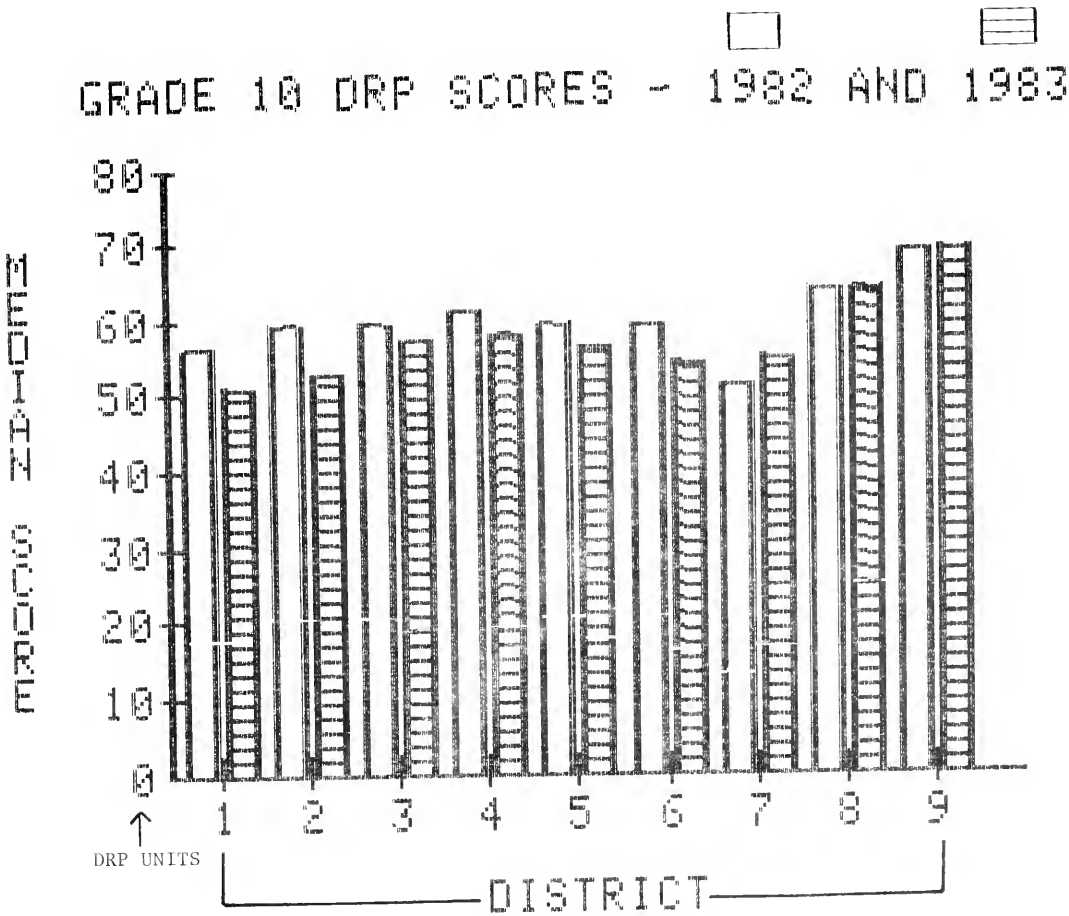
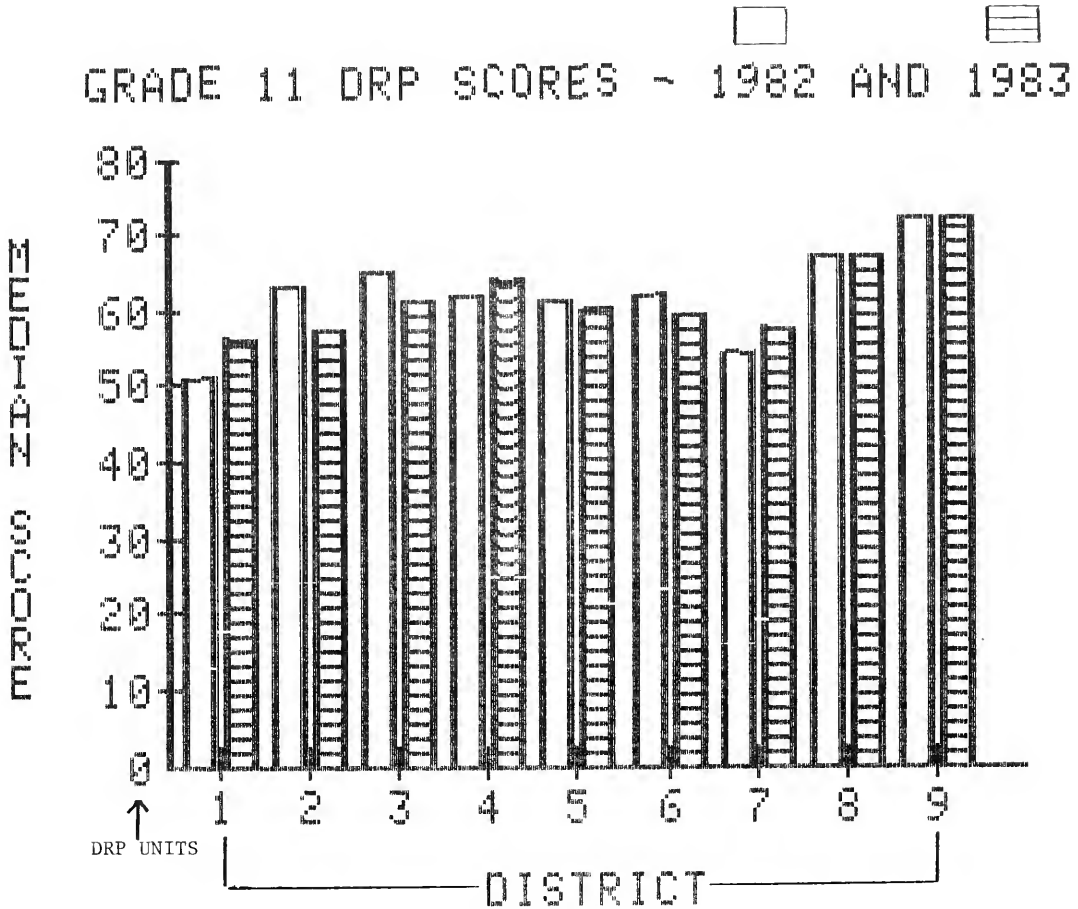
6
7
8


GRADE 7 DRP SCORES - 1982 AND 1983
MEDIAN SCORE
80
70
60
50
40
30
20
10
0
DRP UNITS
1
2
3
4
5
6
7
8
9
DISTRICT


GRADE 8 DRP SCORES - 1982 AND 1983
MEDIAN SCORE
80
70
60
50
40
30
20
10
0
DRP UNITS
1
2
3
4
5
6
7
8
9
DISTRICT

GRADE 9 DRP SCORES - 1982 AND 1983
80
70
60
50
40
30
20
10
0
DRP UNITS
1
2
3
4
5
6
7
8
9
DISTRICT


GRADE 10 DRP SCORES - 1982 AND 1983
MEDIAN SCORE
80
70
60
50
40
30
20
10
0
DRP UNITS
1
2
3
4
5
6
7
8
9
DISTRICT


GRADE 11 DRP SCORES ~ 1982 AND 1983
MEDIAN SCORE
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
DRP UNITS
DISTRICT

GRADE 12 DRP SCORES - 1982 AND 1983
DRP UNITS
DISTRICT
1
2
3
4
5
6
7
8
9
10
20
30
40
50
60
70
80

R. BASIC SKILLS IMPROVEMENT PROGRAM

In 1982 Boston administered the Individual Criterion Referenced Test (ICRT) in reading and mathematics to grade 2 and 5 students. These grades were chosen to comply with the mandate that early and later elementary levels be tested. The ICRT is a commercially developed test that measures the student's mastery of subskills in both reading and mathematics.

For testing at the secondary level, grade 8 students were administered the reading and mathematics tests that were developed by the state for the express purpose of implementing the Basic Skills Policy. Boston joined 85% of the school districts in the state that used these secondary level tests.

The chart on the next page lists the results of the Basic Skills Improvement Program for 1982 and 1983. For grades 2, 5, and 8 the percentage of students by race that achieved minimum competency is listed for the areas of reading, writing, mathematics, and listening.

Also included in the chart is a description of the criteria necessary for minimal competence. In reading and mathematics these standards are based on correctly answering a certain number of test questions.

In writing at grade 2 the teachers score the students' writing analytically while at grades 5 and 8 the writing is scored holistically. Analytic scoring refers to a process whereby discrete elements in the students' writing passage are examined relative to specific objectives. Holistic scoring, in the other hand, refers to a process whereby the student's writing sample is examined in its entirety. Elements such as spelling, punctuation, grammar, clarity of thought, etc., are considered collectively and a single score from 1 to 4 is assigned to each student's paper. Each student's writing sample is reviewed by four teachers. The score assigned represents their cumulative rating.

S. COLLEGE BOARD ADMISSIONS TESTING PROGRAM

Boston Results 1982 and 1983

The College Board Admissions Testing Program generally comprises two areas, the Scholastic Aptitude Test and the Achievement Tests. A brief description of each is listed below:

A. The Scholastic Aptitude Tests (SAT) measures the verbal and mathematical abilities developed over many years, both in and out of school. The questions are divided into four 30-minute sections: two verbal and two mathematical.

   All the questions are multiple choice. The verbal questions test vocabulary, verbal reasoning, and comprehension. The math questions test ability to solve problems involving arithmetic, algebra, and geometry.

B. The Achievement Tests, which some colleges require for admissions or placement purposes, are one-hour multiple-choice tests in specific subjects. Unlike the SAT, which measures more general abilities, Achievement Tests measure knowledge of a particular subject and ability to apply that knowledge.

For comparison purposes listed below are the SAT results from 1981-1982 and 1982-1983:

	1981-82	1982-83	Difference
Boston/Verbal	362	350	– 12
Boston/Math	407	402	– 5
National/Verbal	426	425	– 1
National/Math	467	468	+ 1
Massachusetts/Verbal	425	427	+ 2
Massachusetts/Math	463	463	-0-
New England/Verbal	428	430	+ 2
New England/Math	464	465	+ 2
Number of Students taking test:	1,596	1,544	–52

BOSTON PUBLIC SCHOOLS
BASIC SKILLS IMPROVEMENT PROGRAMS
PERCENTAGE OF STUDENTS ACHIEVING BASIC COMPETENCY

	MAY, 1982 AND MAY, 1983															DECEMBER, 1982				
	READING					WRITING					MATHEMATICS					LISTENING				
	B	W	H	O	T	B	W	H	O	T	B	W	H	O	T	B	W	H	O	T
Grade 2-1982	59%	75%	66%	74%	65%	91%	96%	93%	96%	93%	76%	86%	78%	94%	80%	89%	96%	93%	91%	92%
1983	83%	91%	83%	89%	86%	91%	96%	91%	95%	93%	96%	97%	95%	97%	96%					
Grade 5-1982	72%	85%	75%	90%	77%	85%	91%	88%	96%	88%	57%	76%	65%	93%	66%	86%	95%	85%	91%	89%
1983	86%	92%	85%	92%	88%	78%	85%	82%	92%	81%	88%	93%	91%	98%	90%					
Grade 8-1982	64%	86%	66%	85%	73%	76%	88%	77%	93%	81%	71%	89%	74%	95%	79%					
1983	65%	86%	62%	86%	74%	81%	91%	86%	94%	86%	65%	88%	68%	94%	75%					
Grade 9-1982																88%	96%	89%	90%	91%

DESCRIPTION OF STANDARDS FOR 1983						DECEMBER, 1982
	READING		WRITING		MATHEMATICS	LISTENING
Grade 2	16 or more correct out of 35		Analytic Scoring		14 or more correct out of 25	8 or more correct out of 15
Grade 5	11 or more correct out of 20		Holistic Scoring		14 or more correct out of 30	13 or more correct out of 22
Grade 8	32 or more correct out of 55		Holistic Scoring		31 or more correct out of 59	
Grade 9						15 or more correct out of 22

DESCRIPTION OF STANDARDS FOR 1982					
	READING		WRITING		MATHEMATICS
Grade 2	60 or more correct out of 70		Analytic Scoring		24 or more correct out of 34
Grade 5	20 or more correct out of 40		Holistic Scoring		10 or more correct out of 34
Grade 8	32 or more correct out of 55		Holistic Scoring		31 or more correct out of 59

B — Black
W — White
H — Hispanic
O — Other
T — Total

EDUCATIONAL PLANNING FOR EFFECTIVE SCHOOLS

Charting the course to improvement depends on a careful study of present school conditions. A school improvement planning team leads the school in a review of quantitative facts as found in the Profile and additional non-quantitative information.

Schools participating in the Boston School Improvement Program have used the following outline to develop an educational plan for school improvement. A sample plan from an elementary school follows the outline.

Developing an Educational Plan

Problem Addressed: Describe what is wrong, stated in one sentence. Focus on a priority area within the five factors for effective schools, with at least one relating specifically to basic skills achievement/instruction based on information gathered from formal and informal sources.

Problems:
- Improving discipline
- Increasing parent support
- Improving reading achievement
- Implementation of a computer program
- Improving math achievement
- Improving test-giving/taking skills

Sources:
- Cumulative records
- Report cards
- Standardized test scores
- Suspension records
- Attendance data
- Discipline reports
- Teacher observations

Goal: The ultimate point you want to reach stated in general terms.

It is not necessary to include everything you hope to attain in all areas. The targeted, priority area should be well publicized.

Assessment Objective: A specific objective should be stated for each goal including who, what will happen, to what extent, and how measured.

Factors: Those factors/characteristics identified by Ron Edmonds* in his research on effective schools are:

1. **Basic skills** — specific focus on basic skills instruction and achievement.
2. **Administrative leadership** — involvement of the administrator in curriculum, staff development, achievement issues, and other factors related to managing an effective school.
3. **Teacher expectations** — high level of expectation for student achievement and performance.
4. **Feedback** — on-going, frequent and systematic student assessment through testing and other strategies.
5. **Climate** — safe, orderly climate; high student and teacher morale.

Activities: For each problem addressed, think of all feasible ways to reach the goal. Many goals will require activities in two or three of the following areas:

1. In-service and professional development
2. Materials and programs
3. Organizational development activities

For the specific basic skills part of the plan, many approaches are possible. For example:

Focusing on content coverage:

Examples:

- pick objectives that are determined by school-wide priorities.
- coordinate curriculum coverage with special programs and across grade level or subject, when applicable.
- coordinate skill of week/month/grading period
- review and upgrade materials, including quality and use of worksheets.
- develop and use tests for mastery level based on curriculum and skills objectives.

Focusing on particular students:

Examples:

- students who fall below a certain percentage in test scores
- a specific grade or grades
- all Title I students

For areas other than basic skills, appropriate activities can be determined by the nature of the goal and objective.

Measures/Standards: Formal and informal means can be used to evaluate activities such as written evaluation, staff reports, record analysis, observation, surveys, etc. The specific basic skills part of the plan needs to include formal, ongoing monitoring (diagnostic/prescriptive record-keeping) of the specific progress of all (or targeted) students in relation to the goal/objective. (These can be based on written tests, observations, interviews, performance tests, record reviews, etc.

Start/Stop Dates: Be specific, especially if not a year-long activity. This is self explanatory and can be used to develop time lines and programmatic schedules.

Resources: Be creative in thinking about outside (as well as internal) resources available to the school such as:

- Educational collaboratives of university affiliations
- Businesses
- School Volunteers of Boston (SVB) — They have many programs in addition to placing volunteers)
- School Parent Council (SPC) — and individual parents
- Community organizations and agencies
- Curriculum coordinators

Note — The plan should include specifics on the setting up of next year's School Improvement Program Committee. The entire staff needs an opportuntity to give feedback/input on the proposed plan before it is finalized.

Comments/Specifics: Any and all clarifications needed to facilitate the attainment of goal and objective. Also, annotation of any observation that may be useful for future planning.

POINTS OF EMPHASIS

1. The major goals targeted by the education plan are the major priorities for the school next year, and everyone in the school community should know about them (student, faculty, staff, parents, outside agencies, etc.)
2. The activities of the education plan should be specific enough to provide actual changes or additions to what is already going on. The implementation of the activities should impact a specific target group in an on-going way throughout the next school year.
3. The plan needs to provide for on-going monitoring of results, especially of student achievement (not only standardized tests), with certain activities being keyed to low levels of results.

The written educational plan represents the culmination of the initial planning process of School Improvement. The process is then continued by the implementation of the activities detailed by the educational plan, including the broad publicizing of the educational plan priorities to the entire school, creating a community of shared goals. The results of this implementation are then assessed and evaluated, priorities are revised, additional information is gathered, and then new priorities are set. Each year this process leads to the development of a new educational plan to guide the following year's School Improvement activities. A sample educational plan is included here.

Any school that wishes more information about implementing a school improvement educational planning process should contact the Boston School Improvement Program at 726-6200, ext. 5339.

EDUCATIONAL PLAN

Problem addressed: As measured by May (1983) MAT Scores, ____ % of students in Grades 1-5 are reading below Grade Level.

Goal: Students in Grades 1-5 will improve in reading.

Objective: By the End of 1983-1984 school year, 80% of Grade 1-5 students will score on or above grade level as measured by the May (1984) Metropolitan Achievement Test Scores.

FACTORS	ACTIVITIES	MEASURE/ STANDARDS	PERSON(S) RESPONSIBLE	STARTING DATE	RESOURCES	COMMENTS/SPECIFICS
1, 3 and 4	a Students will be ranked in academic order for reading	Teacher observation, Metropolitan Achievement pre/ post Degrees of Reading Power, Holt Placement Tests	Teachers-Grades 1-5, Reading Coordinator, Principal	September - June	Reading Language Arts, Holt Placement Test Series	Principals, Reading Coordinator, Teachers 1-5 will decide on weight of each evaluative measure used Changes can be made in the academic order throughout the year
	b Each teacher will advance instruction using curriculum objectives (not necessarily with equal weight or in order listed)	Administer, monitoring Curriculum Reference Testing, Teacher made tests, On-going diagnostic testing	Grades 1-5 teachers, School Principal, Reading Coordinator	September - June	B P S Curriculum Dept	Teachers will supply follow-up activities in weak areas
	c Teacher Workshop Teaching Reading in Content Areas	Workshop Evaluation Forms, Feedback on ideas tried in classroom, Teacher agreed time slots	Grades 1-5 teachers, Reading Coordinator, Principal	September April	Institution for Professional Development, Boston School Improvement Program (BSIP), Technical Assistance Project (TAP)	Principal and School Improvement Program Committee will identify workshop presenter, establish dates and make arrangements for teachers to attend workshop
	d Teachers will improve instructions in test taking skills	MAT - May 1984 — Some teacher preparations	Grades 1-5 teachers, Reading Coordinator	October - June	Quincy School Test Taking Guide	Principal/teachers will arrange schedule whereby teaching the skills will be least stressful, i.e. a time when students know marks will not be applied to their report cards
	e DEAR (Drop Everything and Read) Begin - Mon (s) at 2 30 for 10 minutes Increase time to 15 minutes Tuesday, if Monday holiday	Observation Pupil-teacher wordless picture books- K-2, Begin Library of children's writing — put pocket at back of writing so that others can read	All Staff	October June	Class and school library, Personal reading matter	Total staff participation

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A report such as this is never complete. The task of reporting on a large urban school system grows more complex each year. Information and practices change weekly and monthly. Errors and omissions are anticipated as this Profile is read and used. Based on our experience with this one and your feedback on its usefulness and suggestions, the School Profiles for 1983-84 will be designed.

Robert C. Hayden, Editor
Office of the Superintendent

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